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RIPPLES IN THE POND

An Assessment of the Impact of the "Diversity: Vision and Action" Leadership Development Course

Final Report
by Carl A. Taylor

prepared in collaboration with the
Canadian Centre for Management Development:
Aboriginal and Diversity Programs Directorate
and
Strategic Research and Planning Branch
and
Treasury Board Secretariat:
Embracing Change Support Fund

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For more information or copies,
please contact the Aboriginal and Diversity Programs Directorate of the
Canadian Centre for Management Development

Phone: (613) 947-5860
Fax: (613) 992-7143

or visit the following website

www.ccmd-ccg.gc.ca

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Preface

"... our country's strength lies in its diversity"

Speech from the Throne
January 30, 2001

Our ability as managers to lead diversity with confidence is a strength to be valued in our effort to transform the Public Service into a learning organization that is inclusive and representative of Canadians. The impetus for producing this research report, affectionately titled *Ripples in the Pond*, was to answer a fundamental question: what impact does diversity leadership development have on creating a learning organization that is inclusive and embraces change?

The subject of the research is the Canadian Centre for Management Development's *Diversity: Vision and Action* course. This transformational e-leadership development course is a first of its kind, blending e-learning and classroom-based learning into a unique diversity leadership development approach. From the time the pilot was offered in March 2000 to the 13th offering in September 2001, 271 Public Service managers and executives participated in the course: question is, did the course help these leaders make a difference in bringing their organizational diversity and employment equity strategies to life?

A great deal of work was undertaken leading to this report since the inception of the course. The depth and richness of the report is attributable to those who contributed to its realization. I would like to thank the Employment Equity Division of the Treasury Board Secretariat for supporting CCMD in the development, delivery and impact assessment of the *Diversity: Vision and Action* course through the Positive Measures Program Intervention Fund and the Embracing Change Support Fund; Suzanne Beausoleil, Julie Fontaine, Jean-François Goubet, Jocelyne Kharyati, Gloria Mercier, Odette Routhier, and Kirsten Sutherland, from CCMD's Diversity Program team for their countless and invaluable contribution in every phase of the project; Peter Stoyko from CCMD's Strategic Research and Planning Branch who provided expertise in the design, development and analysis of the survey questionnaire and authored the technical companion to the final report titled *An Empirical Impact Assessment of the Canadian Centre for Management Development's Diversity: Vision and Action Course*; and Carl Taylor, the author of this report, who since the first moment I began to work on the creation of the *Diversity: Vision and Action* course, shared his time and wisdom, provided insight and encouragement, and gradually, truly became an elder of the course, and more broadly, CCMD's Diversity Program.

Finally, the course promised participants "come with issues... leave with confidence", this report is a testament to the importance of leadership development in helping those committed to embracing change strategically.

Michel Brazeau

Director
Aboriginal and Diversity Programs
Leadership Centre
Canadian Centre for Management Development

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Background

Diversity: Vision and Action

Diversity: Vision and Action (DIVA) is a leadership development course of the Aboriginal and Diversity Programs Directorate of the Canadian Centre for Management Development (CCMD). It is intended to respond to the fact that the federal Public Service, like the population of Canada itself, has become exceedingly diverse. This diversity has brought a number of issues to the fore in the Public Service; for example, the lack of representativeness of the Public Service at all levels with respect to the four groups designated under the Employment Equity Act; the fairness of the staffing and other human resource practices; and the ability of the Public Service to deliver products and services to Canadians, effectively and efficiently, without a representative Public Service. The DIVA course is one of the principal courses that has been developed to enhance the leadership abilities of Public Service managers in diversity and employment equity.

The Embracing Change Action Plan developed by the Task Force on the Participation of Visible Minorities in the federal Public Service calls for leadership on the part of managers and employees at all levels and is aligned with the government commitment to building a strong, representative, professional and non-partisan Public Service. The Canadian Centre for Management Development (CCMD) developed DIVA to respond to the Government's commitment to diversity and with a financial contribution from the Employment Equity Division of the Treasury Board Secretariat - Embracing Change Support Fund, DIVA was more accessible to managers at all levels and in all regions of the country.

DIVA consists of three components: a computer-based pre-course on employment equity legislation entitled *Act on Employment Equity: Expand Your Vision*, a computer-based post-course which encourages participants to become diversity leaders in the workplace entitled *Diversity Leadership in Action*, and a 3-day classroom-based course as the core where one's understanding of diversity is enriched, employment equity and diversity issues are examined, experiences and practices shared, organizational employment equity and diversity plans reviewed, and the concept of leader as teacher introduced.

The post-course specifically promotes the longer-term application of the learnings by providing participants with a strategic implementation tool to convert knowledge into action, and engage in the leader as teacher practice to lead diversity and employment equity in their workplace. The leader as teacher concept is an important element of this component because it emphasizes organizational learning and promotes the concept of the leader as teacher in responding to the specific challenges organizations face.

DIVA was designed and developed to engage participants at two levels - as individuals and as employees of an organization. Both the hard processes and practices, and the soft cultural values and beliefs that affect interpersonal relationships and the culture of the organization are examined as elements in determining organizational performance and success. DIVA's approach

is holistic with a learning process based on the CCMD e-leadership model that blends e-learning applications and knowledge-based classroom learning into a results based strategic leadership development approach. Facilitators and subject-matter-experts were carefully chosen on a competitive, North America-wide basis.

Objectives of the Study

The partners in this research are the Aboriginal and Diversity Programs Directorate and the Strategic Research and Planning Branch of CCMD, the Embracing Change Support Fund of the Treasury Board Secretariat, and Carl A. Taylor and Associates, an international consulting firm, responsible for the overall analysis and the final report. A technical companion for Phase I of this study entitled *An Empirical Impact Assessment of the Canadian Centre for Management Development's Diversity: Vision and Action Course,* prepared by Peter Stoyko of the Strategic Research and Planning Branch, is attached as **Appendix E**.

This research project is intended to discover what impact the DIVA course has had, or is likely to have, in contributing to the understanding of diversity and the achievement of departmental goals and objectives on the creation of a learning organization that is more representative and inclusive, and that embraces change strategically. An additional objective is to provide CCMD and the Aboriginal and Diversity Programs Directorate with information on the course itself and how it can be improved - what works well, what does not work well, and what changes may be made. The objectives are quite ambitious in scope and novel in implementation because it is arguably the first time that an attempt is being made, at this level of assessment, to measure the impact of development programs on participants and the organizations where they work, not only immediately but over the longer-term as well.

Limitations of Impact Assessment Studies

A few of the outstanding issues around the evaluation of the impact of training and development are the criteria and tools that can be used to measure the impact of a training event and the certainty with which one can attribute any change in the organization's performance to a particular course the employee has attended. The traditional form of evaluation is the completion of a questionnaire at the end of the training session which tries to assess the immediate reaction of participants to the learning event. Seldom is any attempt made to evaluate the longer-term impact of the training and whether what has been learned is being transferred to the workplace.

A recent study, prepared by CORHE Group Inc. for CCMD, on current practices in the identification and measurement of the impact of development programs provides some instructive conclusions. The study covered both public and private sector organizations, and academic institutions. It consisted of a literature review and interviews with the leaders of learning organizations.

The findings of the CORHE Group study were clear but unsatisfying, as the authors admitted. They reinforce the observations previously stated: (1) that there are no common measurement and assessment tools; (2) that the criteria for measuring the impact of a course are varied; and (3) that there is no clear, identifiable way of attributing individual performance to the particular training course attended, the attribution dilemma. They go on to say that the direct impact of the course is revealed through what participants report about their satisfaction with the training and the benefits they derive. A more optimistic conclusion of the study, however, was that providers can identify if participants are applying the learnings from the course.

This study of the impact of DIVA examines the satisfaction that participants report they have derived from the course. In addition, we believe that it is possible for us to get an initial understanding and assessment of the potential organizational impact of DIVA since we have included in our research specific questions about the extent to which participants have begun to apply the tools and knowledge they have acquired from the course and the confidence they have gained in dealing with the issues of employment equity and diversity.

Research Methodology

The assessment of the impact of DIVA was based on: (1) the evaluation by participants at the time the course was taken; (2) a mailed survey to all participants who attended the course between March 2000 and September 2001; and, (3) telephone interviews of an average of one and a half hours duration with a sample of those who responded to the survey. At the time of our survey, some 271 persons had attended the course. One hundred and eighteen participants replied to the survey, representing a 44 % response rate. The average rate for mailed questionnaires of this kind by the polling industry is 35 %. A representative sample of the respondents to the survey, according to language, region, department, and employment equity designated group, was interviewed by telephone. In all, forty interviews were conducted, representing 34 % of those who responded to the mailed survey.

As a result, we have personal evaluations of the course at two points in time: when the course was taken, and an evaluation of the course 3 months to a year later. The interviews solicited information on the reasons for the ratings that were given in the survey and explored the extent to which the knowledge and tools acquired in the course were being applied in the workplace; for example, in building networks, fostering continuous learning, and expanding the vision of diversity and employment equity within and among departments. See **Appendix A** for an example of the interview guide, and **Annex 1** of **Appendix E** for the survey questionnaire.

Profile of Respondents

The majority of those responding to the survey came from the larger departments and agencies of government - Canada Customs and Revenue Agency, Human Resources Development Canada, the Department of National Defense, Public Works and Government Services Canada, and Canadian Heritage. This distribution compares favourably with the distribution of the entire DIVA population as well as those who were interviewed. The National Capital Region provided the majority of participants and respondents, and, British Columbia, Manitoba, Ontario, and Québec contributed significantly as well.

The age-profile of the respondents mirrored that of the Public Service as a whole. More than 67% of the respondents were between the ages of 45 and 60. Fewer than 6 % were less than 35 years old. While this may be due to the fact that the course, like all CCMD courses, is open only to managers, it certainly represents the age-profile of managers in the Public Service. Most of the respondents have been managers for 10 years or more and manage less than 20 people. Representation by the two official language groups was also in keeping with their representation in the population. The gender ratio among those responding to the survey was almost one-to-one. However, when we look at the occupational group and level of respondents, we find that only 5 % of the respondents (6 persons) are above the EX-01 level. These profiles indicate a significant lack of executive participation at the senior EX levels. There was scant representation at the EX levels from persons other than women belonging to the designated groups: none of the EX level respondents are from the Aboriginal peoples designated group, 2 are visible minorities, and 2 are persons with a disability. See **Appendix B** for profiles of the respondents.

What We Wanted To Know

The DIVA course adopted an innovative conceptual framework within which to present the concept of diversity and its leadership from a personal, interpersonal and organizational context. It presents the responses or approaches that have been taken to nullify any further application of such historic and systemic exclusionary practices as racism and sexism. The first approach is the compliance approach where laws are enacted against such discriminatory practices and where quantitative and numerical quotas, set-asides, and targets would be set to increase the presence of designated groups in the workplace. This approach depends on the legal system to regulate behaviour. A concurrent, and less legalistic, approach is the market or business-case approach. It emphasizes the benefits that organizations can derive from having a diverse and representative workforce deliver goods and services to clients who are themselves diverse. This approach uses the power of markets to motivate and encourage organizations to adopt a positive attitude and supportive behaviour to achieve employment equity. The third approach is the more difficult and will take longer, but it has the greatest promise for a sustainable resolution to the challenges of diversity. It is the vision and values approach to employment equity and diversity. It recognizes diversity as an enduring feature of Canada and countries everywhere. It is focused on the

individual, all of the individual - mind, body, and spirit - using the elaboration of a vision and values to stimulate individuals, to build a workplace and a society that is inclusive of all its members, at all levels. All of the approaches are rooted in the Canadian Charter of Rights and Freedoms, in the values that it espouses, in its non-discriminatory provisions, in its redress remedies and positive measures that can be implemented to ensure equal participation in society, and in the fundamental rights and freedoms that it confers on all the people of Canada. In this context, employment equity and diversity promote the growth and peaceful development of our diverse society and replaces the conditional equity that is achieved by belonging to a preferred class, religion, gender, ethnic group, or race by the unconditional equity of equal rights and freedoms.

There are many factors that can influence the impact of a leadership development course on participants. They include whether participants were compelled to attend the course or not; the attitudes and climate surrounding the course; whether there is resistance to the policies and processes that are the subject of the training; the quality of the course itself; the physical environment in which the event is held; the compatibility of values and ideas; the level and experience of the participants themselves and their familiarity with the subject matter. DIVA faced many of these challenges, especially a general corporate, if not public environment of resistance and negativism to employment equity. A great deal of attention and effort was invested in its design and development.

We wanted to know how satisfied participants were with the course and the extent to which they are applying what they took from the course in leading diversity. What we asked participants about the DIVA course during Phase II of this study, which consisted of a telephone interview with a sample of those who responded to the survey questionnaire, was:

- Why did you attend the DIVA course?
- Did the DIVA course increase your confidence in dealing with employment equity and diversity issues in the workplace?
- What were the principal mechanisms by which your confidence was increased?
- Did you apply the knowledge and tools you acquired in the course?
- To what extent did you engage in leadership and change activities that promoted the values, attitudes, and practices that encourage respect for diversity and the building of an inclusive workplace and a representative workforce at all levels?

The answers to these questions should give us a better understanding of what the participants derived from their attendance; how they are applying what they have learned; what impact it is likely to have in the workplace; and, it should also provide greater insight into participant responses to the survey and the conclusions of the technical companion prepared during Phase I of this study.

What We Found

Personal and Interpersonal Impacts

Reasons For Attending

Most participants said they attended DIVA voluntarily and for job-related reasons. Specifically, over half of the participants said they were hoping the course would support them in their work with employment equity and diversity. About a quarter of the participants stated that they had a personal interest in the subject-matter of the course.

Other reasons that were cited for attending the course included: 1) to broaden one's understanding of employment equity and diversity issues; 2) to learn about the relative advancement of employment equity and diversity issues in the Public Service; and 3) to evaluate the course as a worth-while learning investment. The reduced course price, an interest in networking, and a previous enjoyment of CCMD courses, were also cited as reasons for attending the course.

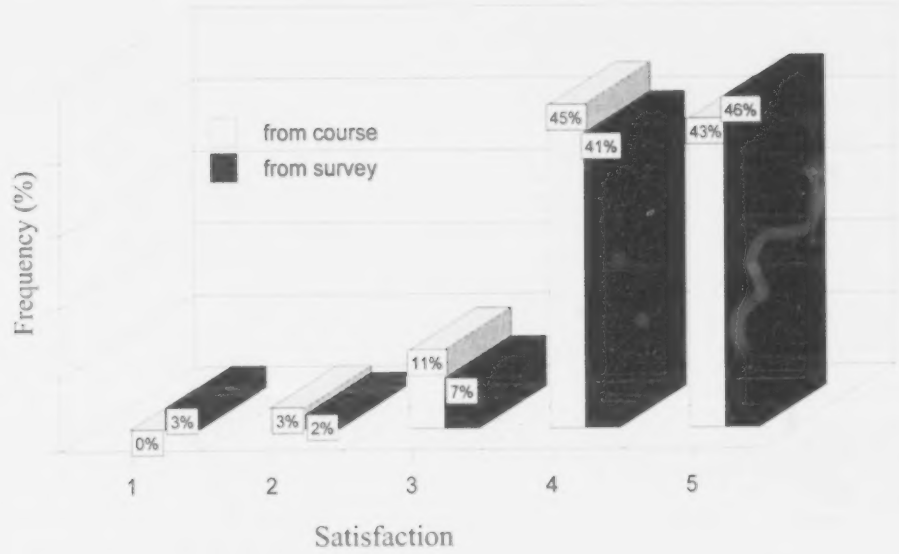
In general, most course participants were hiring managers, not employed in human resources, and saw employment equity and diversity issues to be important to their role whether they were formally attached to their job descriptions or not. A minority of participants was mandated to attend or asked to attend the course to fill an available spot open to employees of their department. Of those in this latter category, most were pleased they attended the course and said they gained a greater appreciation for leading employment equity and diversity in their workplace. No attempt was made to correlate their reasons for attending the course with any other survey result.

Participant Satisfaction

As shown in Diagram 1, the overwhelming majority of participants expressed an extremely high degree of overall satisfaction, if not, enjoyment with the course, both when it was taken and subsequently at the time of the survey. On a 5-point scale, where 5 is the highest satisfaction rating, the average satisfaction scores at the time of the course, and later at the time of the survey, are identical at 4.3.

Diagram 1

Level of Participant Satisfaction



Participants were asked during the interview to provide reasons for their satisfaction. Overwhelmingly, the course facilitators were mentioned the most often as having contributed most to the satisfaction of participants. This was due largely to the personable, credible, and practical nature of their presentations in raising awareness of the complexity of diversity. Participants felt that the variety of facilitators gave them insights from many viewpoints, especially their personal stories. Experience in the federal Public Service and the provision of 'real life examples' were among the most frequent reasons participants enjoyed the facilitators.

Second in importance to the facilitators was the opportunity to engage with other participants in both formal and informal discussion. Participants expressed a great deal of satisfaction with being able to share with and learn from peers, as well as get support from and network with those who shared the same issues and passion as themselves. Many participants found this the most valuable aspect of the course in terms of gaining practical ideas and confidence in facing their workplace challenges.

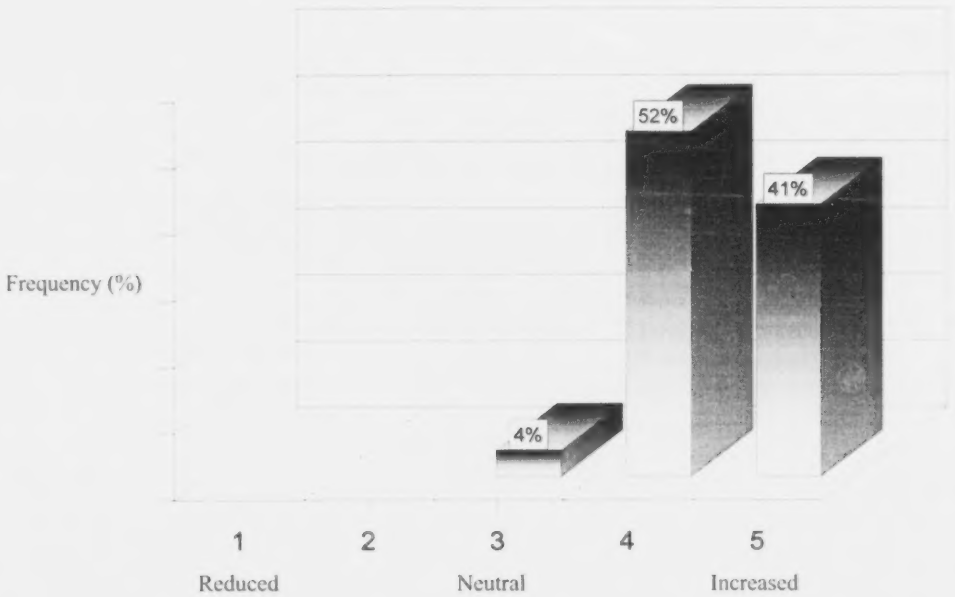
Their satisfaction and confidence were also explained by the course's ability to make a clear distinction between employment equity and diversity, and the effect it had on broadening the participants' understanding of diversity. The course raised their awareness of employment equity and diversity, and reaffirmed the beliefs of many participants about the importance of those issues in their work. For others, the course was valuable because it put the participants' existing commitment to these issues in the context of the federal Public Service objectives. This was reassuring and confidence building in that participants felt their efforts to lead diversity and employment equity issues were being supported by the larger federal Public Service.

Confidence and Attitudes

The course promised participants "come with issues...leave with confidence". Diagram 2 shows the percentage of respondents who reported an increase in their level of confidence as a result of having attended DIVA.

Diagram 2

Increase in Confidence

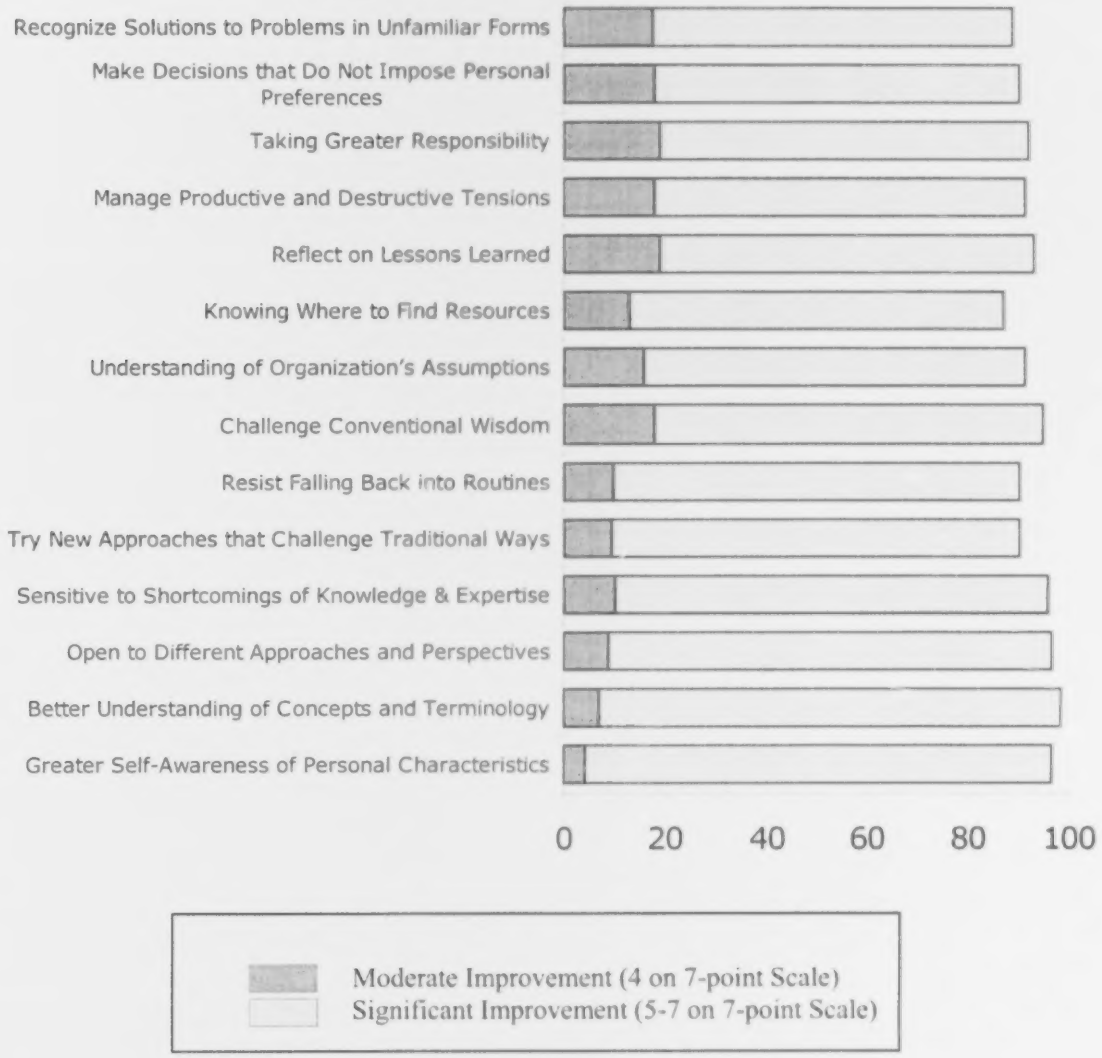


While the course confirmed and reinforced most participants' attitudes toward creating an inclusive and representative workplace, participants spoke of feeling more committed and described it as a confidence-building experience that has led many to take risks and lead new initiatives they might not have otherwise led. For some participants, having a greater awareness and understanding of diversity was the most significant factor in their efforts to create a more inclusive and representative workplace. For others, gaining a greater understanding of the Public Service objective to create an inclusive and representative workplace, and developing their own diversity leadership vision was confidence building.

One of the questions which one would be tempted to ask is whether there is any indication that this increase in confidence has affected the attitude and behaviour of participants. Chart 1, drawn from the technical companion, shows the percentage of respondents who reported changes in their behaviour. Over 75 % of all respondents reported improvement.

Chart 1

Percentage of Respondents Reporting
Moderate to Significant Improvement
(from technical companion - Appendix E)


Recognize Solutions to Problems in Unfamiliar Forms
Make Decisions that Do Not Impose Personal Preferences
Taking Greater Responsibility
Manage Productive and Destructive Tensions
Reflect on Lessons Learned
Knowing Where to Find Resources
Understanding of Organization's Assumptions
Challenge Conventional Wisdom
Resist Falling Back into Routines
Try New Approaches that Challenge Traditional Ways
Sensitive to Shortcomings of Knowledge & Expertise
Open to Different Approaches and Perspectives
Better Understanding of Concepts and Terminology
Greater Self-Awareness of Personal Characteristics
0
20
40
60
80
100
Moderate Improvement (4 on 7-point Scale)
Significant Improvement (5-7 on 7-point Scale)

From a personal and interpersonal impacts perspective, a great deal of satisfaction can be taken from the high degree of personal commitment and leadership that the participants themselves are exhibiting as a direct result of the course.

Organizational Impacts

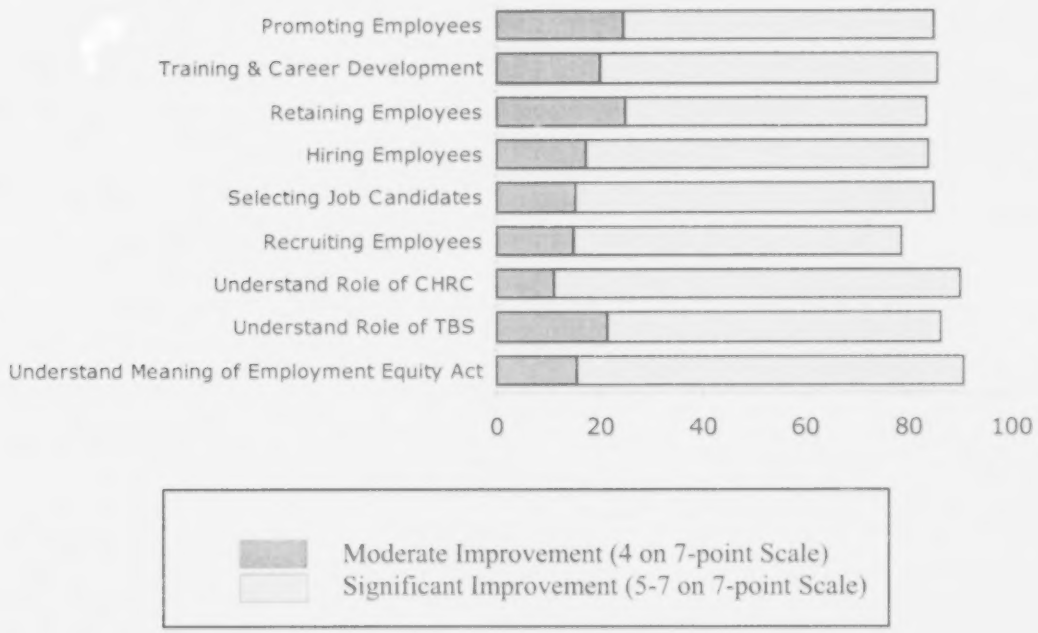
Human Resource Processes and Practices

The immediate organizational impact of a course like DIVA is expected to be greatest on established human resource policies and processes - the hard elements of human resource management - and, on the values, beliefs, behaviours, and attitudes that inform human relationships within the organization; that establish its culture - the soft elements.

Chart 2, drawn from the technical companion, shows that most respondents felt DIVA significantly improved their understanding of the employment equity legislation and the role of central agencies that implement it; it also shows the type of staffing actions they took.

Chart 2

Percentage of Respondents Reporting Moderate to Significant Improvement
(from technical companion - Appendix E)



The findings of the research interviews suggest that the impact of the course was not so much in changing already positive attitudes and beliefs but in reinforcing them. This reinforcement was largely in the area of ensuring bias-free selection of candidates. Many respondents felt that they gained a greater awareness of diversity and employment equity in staffing issues and, in some

cases, a greater commitment to removing barriers in hiring. Respondents spoke about having members of target groups on hiring boards, as well as consulting experts and obtaining information to reduce barriers. Strategies that focused on special recruitment processes and opportunities included job fairs, Public Service Commission programs, targeted recruitment for certain positions, and target group inventories.

Respondents, who spoke about their attitude in the retention or promotion of staff, said they were more willing and able to take risks, such as giving time off for special assignments or education leave for target group members. Respondents also addressed challenges and barriers to creating an inclusive and representative workplace in a variety of ways. The most popular intervention was talking to people to share knowledge and encourage awareness of employment equity and diversity issues. A list of types of interventions participants used can be found in **Appendix C.**

What is particularly striking about these results is that the benefit the vast majority of participants experienced was in strengthening their beliefs. The fact that most participants attended the course voluntarily would tend to support this conclusion.

Delivery of Services

There was an enhancement of understanding with regards to employment equity and diversity that many said improved their awareness of those issues in service delivery. A broader understanding of diversity was a key factor in this improvement. This led many participants to think more about the needs of each client and more willing to consider new approaches to meeting those needs.

Respondents employed a variety of strategies to improve their effectiveness in the delivery of services to clients. In serving internal clients, many respondents expressed a greater personal awareness of employment equity and diversity issues and informally promoted the same with their colleagues, including subordinates and supervisors, in turn, putting the concept of leader as teacher into practice.

On a formal basis, awareness was promoted in different ways using a variety of tools provided by the course including: a diversity presentation with a facilitator from DIVA; a presentation to promote participation in the DIVA course; distribution of the DIVA course handouts on communication with clients; educational sessions; distribution of relevant internet information via email, all activities that are reflective of a learning organization. Efforts to have designated group members and gender parity on hiring boards; promoting diversity on federal and provincial committees; consultation with target group members in devising recruitment strategies; development of diversity action plans for departmental programs; diversity in strategic planning processes at a regional management level; and a departmental alliance of DIVA course participants, were other areas of internal client impact.

In serving external clients, respondents mentioned efforts to have representativeness among staff

that deals directly with the public to improve effectiveness in the delivery of services. What is remarkable from an impact consideration at the organizational level is that approximately 75 % of the respondents said they had implemented strategies to improve their effectiveness in the delivery of services to clients.

Organizational Culture

Organizational culture can be defined by values, beliefs, attitudes and leadership of the people in the workplace. Most respondents described their organizational culture as supportive of employment equity and diversity. The reasons for this support varied among the respondents. Some cited support from senior management including departmental championship of diversity and employment equity; an expectation of accountability - reporting for employment equity programs; an inclusion of diversity in management contracts and charters; and an acceptance of employment equity and diversity strategies.

A good indicator of a supportive employment equity and diversity environment was the presence of a diverse staff and positive role modeling. Positive attitudes and developmental opportunities were other reasons respondents said their organizational culture was supportive. One respondent described this as an openness to hiring target group members and providing them with support to ensure they feel comfortable in the workplace and develop to their potential. Another cited the existence of funded networks for target groups where participation by members is seen as part of their job responsibilities and not something they have to hide. Similarly, one respondent cited a departmental plan to build a cultural gathering place for use by Aboriginal employees.

On an operational level, some departments have employment equity and diversity committees as a subcommittee to their human resource committee. Others promote understanding of employment equity and diversity through a kiosk in the foyer of their building or celebrations of various cultures. A final indicator of a supportive organizational culture was the promotion of diversity training.

The attitudes of senior managers can be powerful determinants of the culture of an organization. Respondents were asked to describe the attitude of their senior levels of management with respect to employment equity and diversity. Among those who felt knowledgeable enough to comment, most described their senior management as supportive. This was especially true of Deputy Ministers and Assistant Deputy Ministers who have shown their support in a variety of ways including: championship of employment equity and diversity; encouraging diversity training for employees; participating in and speaking at events which promote employment equity and diversity; making diversity a core value in the departmental mandate; and posting management agreements on the departmental intranet which contain responsibilities for employment equity and diversity.

With respect to the Director Generals and Directors, most respondents described them as supportive of employment equity and diversity, although less often than the Deputy Minister and Assistant Deputy Minister. Again, there were a variety of reasons why respondents felt their

Director Generals and Directors were supportive. They included: membership in an employment equity or diversity committee; participation in the DIVA course; having a representative staff; supportive of diversity awareness events; sending messages that articulate support; modeling respectful behaviour; and sharing stories which illustrate support.

Respondents who believed that their Director Generals and Directors were not supportive, often said the two levels lacked a genuine understanding of employment equity and diversity, and supported it because they were afraid of the consequences if they didn't. Others said the Director General and Directors were too new to the issues or did not fully understand and support them actively. They expressed support but did not always show it in their actions. A small minority of respondents also reported that some Directors were frustrated by having to deal with employment equity and diversity, saw it as yet another variable to contend with in the hiring process, and questioned the value of employment equity and diversity practices.

Although most senior managers were described as having a supportive attitude towards employment equity and diversity, it was not uniform and varied by management level.

An hypothesis of this research is that the satisfaction gained through knowledge and understanding would increase the confidence with which participants tackled the employment equity and diversity challenges they face in the workplace and their willingness to participate in and lead the changes that are necessary to achieve the objectives of their organization.

Diagram 3 presents a framework that shows how the satisfaction that participants derive from a course can influence the performance of an organization when the knowledge, skills, and tools that they have acquired are applied in the workplace.

Diagram 3

Potential Organizational Impact of
Employment Equity and Diversity Training and Development

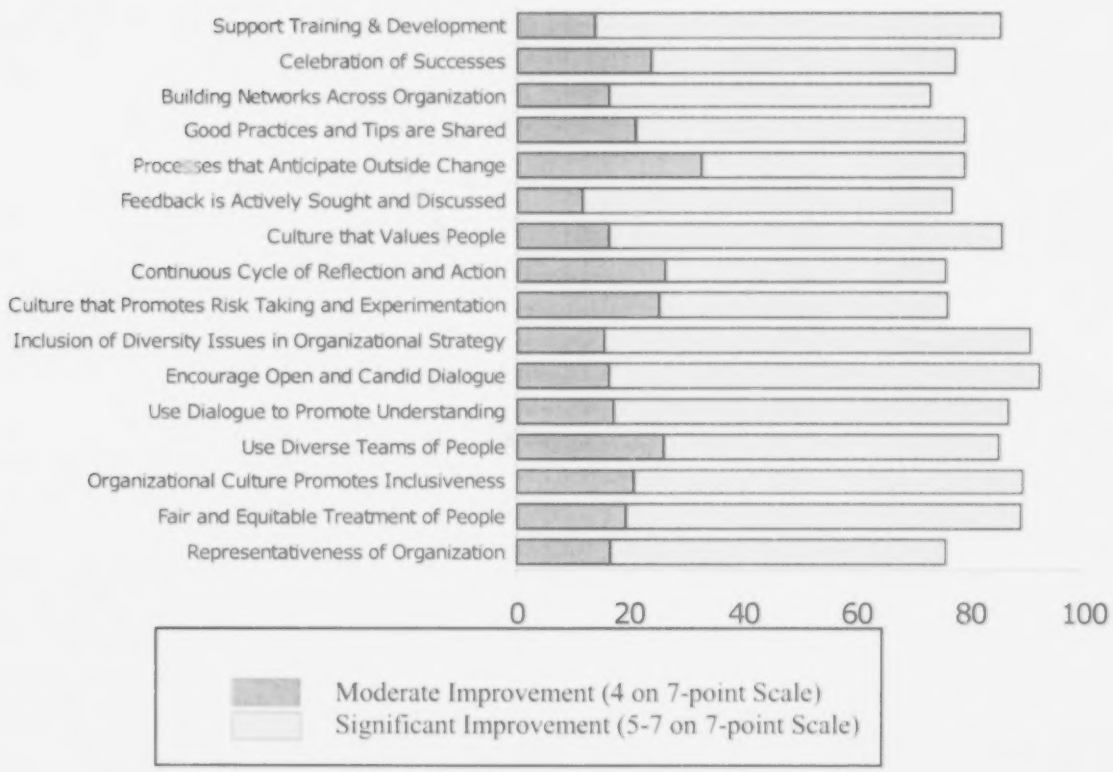
In essence, a high level of participant satisfaction and a supportive corporate environment would encourage and facilitate a more rapid application of the changes to both processes and culture that are being sought - the path traced by Curve I. The opposite set of circumstances - low satisfaction and a resistant corporate culture - would produce the path suggested by Curve II. It is the values, attitudes, and beliefs that individual public servants exhibit that will bring about the changes that are needed. The findings of the research interviews suggest that the impact is enhanced and made significant on an immediate basis when the corporate culture is supportive, and delayed when it is not.

The Learning Organization

The survey included a number of questions about activities that are considered to be characteristics of a learning organization. Again, the results represent the actions that individual participants are taking. Chart 3, drawn from the technical companion, provides the participants' responses to the survey questions pertaining to the learning organization (see also **Appendix D** - Respondents' list of strategies for creating a learning organization).

Chart 3

Percentage of Respondents Reporting Moderate to Significant Improvement
(from technical companion - Appendix E)


Support Training & Development
Celebration of Successes
Building Networks Across Organization
Good Practices and Tips are Shared
Processes that Anticipate Outside Change
Feedback is Actively Sought and Discussed
Culture that Values People
Continuous Cycle of Reflection and Action
Culture that Promotes Risk Taking and Experimentation
Inclusion of Diversity Issues in Organizational Strategy
Encourage Open and Candid Dialogue
Use Dialogue to Promote Understanding
Use Diverse Teams of People
Organizational Culture Promotes Inclusiveness
Fair and Equitable Treatment of People
Representativeness of Organization
0
20
40
60
80
100
Moderate Improvement (4 on 7-point Scale)
Significant Improvement (5-7 on 7-point Scale)

In general, although some respondents said that their attitude on becoming a learning organization was reinforced by the course, there was little attitudinal change among respondents about the goal of becoming a learning organization per se. Instead, many respondents became more aware of the need to promote learning about diversity among their colleagues, especially through the leader as teacher practice. They described personal impacts such as an enhanced awareness about the importance of becoming a learning organization in the context of furthering the employment equity and diversity agenda. Others described new confidence in promoting learning about diversity specifically, and the importance of learning in general, and encouraged their colleagues to attend the course and other learning opportunities offered to them. One respondent said that the course had influenced her to see each meeting as a learning experience and to apply that concept in her workplace.

Most respondents indicated their organizational culture was supportive of learning. This was attributed to a variety of factors including a high level of formal education among staff and the characterization of the workplace as "knowledge-based". Other reasons for seeing a culture supportive of learning included:

- formal training plans for all employees;
- acting assignments;
- rotations of positions;
- leadership and learning committee which facilitates a continuous improvement process;
- lunch and learn sessions;
- Deputy Minister calls the department a learning organization;
- managers have coaches;
- assigned budget-per-employee for learning;
- mandatory leadership course;
- lots of opportunities and encouragement with respect to learning and training.

Those respondents who described a less supportive culture of learning believed there was some confusion about what learning and a learning organization are. Respondents perceived an inconsistent level of support across the organization, depending on the popular definition of learning and whether it was distinguished from training. Those who saw it as training did not support learning activities and saw learning as an "add on", and not something that was meaningful in helping to transform the organization. Rather, they put operational results and essential training as a higher priority than learning and non-essential training. Similarly, those that did not fully understand the learning organization concept were hesitant to support the initiative.

The most popular strategies used to create a workforce that is reflective of a learning organization were sharing personal learnings from the DIVA course and encouraging people to take advantage of the learning and training opportunities available to them. Other notable strategies are listed in **Appendix D.**

Finally, in terms of overarching challenges faced by managers in creating a learning organization, our research points to three areas consistently reported: time, attitudes, and money. Time available for training and learning activities was described as constrained or simply not there. Respondents attributed this primarily to heavy workloads, competing demands, and pressures to produce operational results. As a result, it was difficult to give people the time away to pursue learning activities. Overall, respondents felt that limited opportunities existed for knowledge acquisition, innovation, experimentation, and reflection, and they often felt powerless to change this. One respondent even described this phenomenon as a "crisis in the federal Public Service".

Second to the lack of time were attitudinal challenges. This was mainly expressed as the reluctance of people to see learning as a priority. This was particularly common among older workers and managers, including senior management. The general belief was that as they approach retirement, older public servants have less motivation and interest in pursuing developmental activities. With respect to diversity, a few respondents described the reluctance of senior and middle managers to take diversity training even though their insensitivity to the issue had been pointed out to them.

Money, in the form of financial constraints, was the third key challenge faced in creating a learning organization. Specifically, respondents said that while courses and instructors are available, the money for purchasing them is not. This was due primarily to the perception that learning was a lower priority to operational results and so learning and training budgets were constrained accordingly, especially during times of reduced funding.

Program Recommendations

We asked participants for recommendations as to how the DIVA course could be improved. Many participants enjoyed the course as they experienced it and had no recommendations to offer. Others had some specific suggestions, many of which were tied into their personal learning needs. They included:

- keep the course fee low;
- offer more courses in the regions to make it more accessible;
- restrict participation to those in the EX category because this is the pivotal group to influence up and down in the hierarchy;
- encourage participation of more non-human resources managers because diversity is not just an HR issue or limited to hiring practices;
- more time to go in-depth into really important issues and develop 'how to's': e.g. ensuring bias-free selection; or learning more about target groups (their needs and expectations);
- more time to implement a diversity action plan strategically in a specific workplace.

Moreover, many respondents expressed an interest in the establishment of networks among managers and executives to create best practices, either formally or informally.

Summary and Conclusions

The overall objective of this research study is to evaluate the impact of diversity leadership development on corporate culture change and on the creation of a learning organization that is more inclusive and that embraces change. In particular, it is an innovative study of the impact of a CCMD leadership development program, the DIVA course.

Our analysis of the results of the research revealed that DIVA participants are extremely satisfied with all aspects of the course - from content delivery to developmental process. They have reported that the course has significantly increased their understanding of employment equity and diversity; that it has greatly increased their confidence in dealing with the issues surrounding employment equity and diversity; and, most importantly, that it has given them a greater sense of the need to go beyond the immediate numerical requirements of employment equity to define a vision that embraces the on-going diversity of Canada; that the vision include values and respect for the rights of Canadians not only in the workplace, but in the society at large. It has encouraged them to take risks in bringing employment equity and diversity strategies to life in their organization, and to engage in the leader as teacher practice. Moreover, it is safe to conclude from the results, that the leader as teacher practice is in fact a learning organization practice, if not a "best practice".

Because of the importance that is placed on the attitudes and behaviour in support of organizational change, participants clearly expressed the opinion that the course has reaffirmed their beliefs in employment equity and diversity and its influence in assisting them to seek the changes that are necessary to achieve a representative workforce in an inclusive workplace.

At the level of the organization, participants report that they have already taken action to transform workplace policies, practices, and behaviours. Of equal, if not greater, significance are the changes in attitude and the initiation of activities that are intended to influence their colleagues at all levels.

We are aware that the impact of these actions will not be immediately evident in the workplace and can only be measured by attitudinal surveys at some time in the future. What is more, the gains will not be revealed in financial indicators, cost-benefit analysis, or any such measures, but by the extent to which: the corporate vision, values, and goals are spread throughout the organization; the employees develop networks of cooperation, influence, and interest; and the employees engage in the leader as teacher practice. In the knowledge-based economy, the individual is the primary determinant of organizational success.

Almost all of the participants in the DIVA course attended voluntarily. Even when attendance was mandatory, the level of personal satisfaction with the course remained very high. However, the fact that the preponderance of EX level course participants and research respondents have come from the non-designated group, while reflective of the current composition of the management categories of the Public Service, does indicate that greater effort is needed to increase the diversity of the participants in the course, or that the course should be made available to members of designated groups who are at levels just below the entry level for managers. As it is, the potential for increasing the dialogue and building understanding among

all segments of the Public Service is not being realized to the extent it could.

Human resource management has always been an important part of a manager's responsibilities. It has not always been given the importance it deserves. The ability to lead people of diverse backgrounds - culturally, ethnically, academically, of different genders and sexual orientation - will be one of the severest tests of organizational effectiveness. As we examine the nature of the problems all organizations face in the 21st century, the leadership of people cannot be perfunctory or an add-on to the real business of an organization.

There are many human resource practices that need to be changed to make them fair so that the Public Service can be a representative Public Service. Participants are implementing many strategies and actions to keep the change going. We are able to draw several other important conclusions from the study:

- The DIVA course has strengthened the link between employment equity, a representative Public Service and the effective delivery of services.
- Some participants express concern about the level of commitment of some levels of senior management to employment equity and diversity in the workplace.
- Participants are of the opinion that the underlying culture of the Public Service is not wholly supportive of employment equity and diversity and there remains a far way to go to get there.
- Participants have expressed the desire to see an expanded demonstration of management support. The benefits that can be derived from a diverse workforce would be realized sooner within a supportive corporate environment.
- Appropriate strategies and opportunities for the participation of senior management in diversity programming are necessary since their non-participation is seen as a barrier to the development of a supportive culture in government.

We have been fortunate that this study is based on people rather than on technical issues. The development of inclusiveness and representation in the workplace involves an understanding of the individual-in-society and the individual-at-work and the interconnectedness of the values, beliefs, attitudes, and behaviours they manifest in both situations. It also highlights what is often mouthed without commitment to its fundamental principles, that people are the most important resource in an organization; that people management and the management of the business of the organization are of equal importance. The current diversity of the labour force of Canada means that the best results will come to those who manage their organizations not just to satisfy the legal requirements; not just to satisfy the profit and service requirements, the so-called business case; but to those who manage their organizations on the basis of the equality of our rights; to be treated with fairness and respect so that our workforce is representative at all levels and employees can contribute fully to the success of our organizations and the life of our society.

The participants in the DIVA course have shown a high level of commitment to apply what they have learned and in relating it to the circumstances and culture of the organization from which they come. The study shows that participants have begun to apply what they have gained from the course to the workplace and it is fair to say that the DIVA course has had a profound impact at the personal, interpersonal and organizational levels with respect to employment equity, diversity, and the creation of a learning organization that is representative and more inclusive.

Appendices

Appendix A

- Interview Guide

Interview Guide

PART 1 - DIVERSITY: VISION AND ACTION LEADERSHIP DEVELOPMENT COURSE

1. Why did you attend the *Diversity: Vision and Action* leadership development course?

❑ Job-related: ❑ Voluntary ❑ Involuntary
❑ Not job-related: ❑ Voluntary ❑ Involuntary
❑ replaced someone
❑ Hiring manager
❑ HR sector
❑ policy
❑ operational
❑ other

2. A) What aspects of the *Diversity: Vision and Action* course did you find most useful (that contributed to your confidence as a diversity leader)?

❑ Social: ❑ peers
❑ group discussion
❑ networking
❑ partnerships
❑ other: _____
❑ Informational: ❑ binder
❑ course facilitators
❑ *Building a House for Diversity* book
❑ other: _____
❑ Motivational: ❑ problems to be solved
❑ course facilitators
❑ relevance of topic
❑ commitment circle
❑ other: _____
❑ Tools/ techniques: ❑ pre-course
❑ post-course
❑ vision & action plan
❑ leader as teacher concept
❑ other: _____

B) Why?

C) In what ways has the *Diversity: Vision and Action* course affected your attitude on creating an inclusive and representative workplace?
- Has it helped you understand the importance of creating an inclusive and representative workplace?
- Has it helped you commit to creating an inclusive and representative workplace?

PART 2 - THE LEARNING ORGANIZATION

3. In the course, we presented some reasons why it matters that the Public Service become a learning organization:
-To meet the citizens' needs in the delivery of services.
-To recruit and retain the talent needed to serve Canadians.
-To promote continuous learning and convert knowledge to action

A) How did the *Diversity: Vision and Action* course affect your attitude in the delivery of services to your clients (internal or external)?

- ❑ external clients
- ❑ internal clients
- ❑ better understand the diversity of your clients' needs
- ❑ enhanced relationships with clients

B) What strategies did you use to improve your effectiveness in the delivery of services to clients?

C) How did the *Diversity: Vision and Action* course affect your attitude on staffing (recruiting, retaining, promoting)?

D) What strategies did you use to improve your effectiveness in staffing?

E) How did the Diversity: Vision and Action course affect your attitude on becoming a learning organization (in terms of, leader as teacher practice)?

F) What strategies have you used to help create a workforce that is reflective of a learning organization (in terms of, converting knowledge to action)?

G) What are the key challenges you face in creating a learning organization?
(Learning organization examples: leader as teacher practice, converting knowledge to action, learning networks, commitment of money, training and development plans, etc.)

PART 3 - ORGANIZATIONAL CHANGE AND CHALLENGES

4. Organizational culture can be defined by the values, beliefs, attitudes and leadership of the people in a work place.

A) From your knowledge of your work place, how would you characterize your organizational culture with respect to employment equity and diversity?

❑ Supportive ❑ Non-supportive ❑ Neutral ❑ Other

B) Why?

C) How would you describe the attitude of your senior levels of management with respect to diversity and employment equity?

DMs
❑ Supportive ❑ Non-supportive ❑ Neutral ❑ Other
ADMs
❑ Supportive ❑ Non-supportive ❑ Neutral ❑ other
DGs
❑ Supportive ❑ Non-supportive ❑ Neutral ❑ other
Directors
❑ Supportive ❑ Non-supportive ❑ Neutral ❑ other

D) How would you characterize your organizational culture with respect to learning ? (learning examples: training, acting assignments, learning plans etc.)

❑ Supportive ❑ Non-supportive ❑ Neutral ❑ Other

GENERAL

5. A) How are you addressing the challenges and/or barriers you face in creating a workplace that is inclusive and representative? (Speak to interventions at the personal, interpersonal, and organizational levels).

- ❑ EE designated group members on selection boards
- ❑ Partnerships
- ❑ Funding and resources allocated
- ❑ Personal leadership demonstrated through specific actions
- ❑ Departmental Initiatives - (CCRA Mandatory Diversity Training, PCH Diversity Network, etc.)

B) What further personal learning needs do you have with respect to employment equity and diversity?

C) What would you recommend we do differently in the Diversity: Vision and Action course?

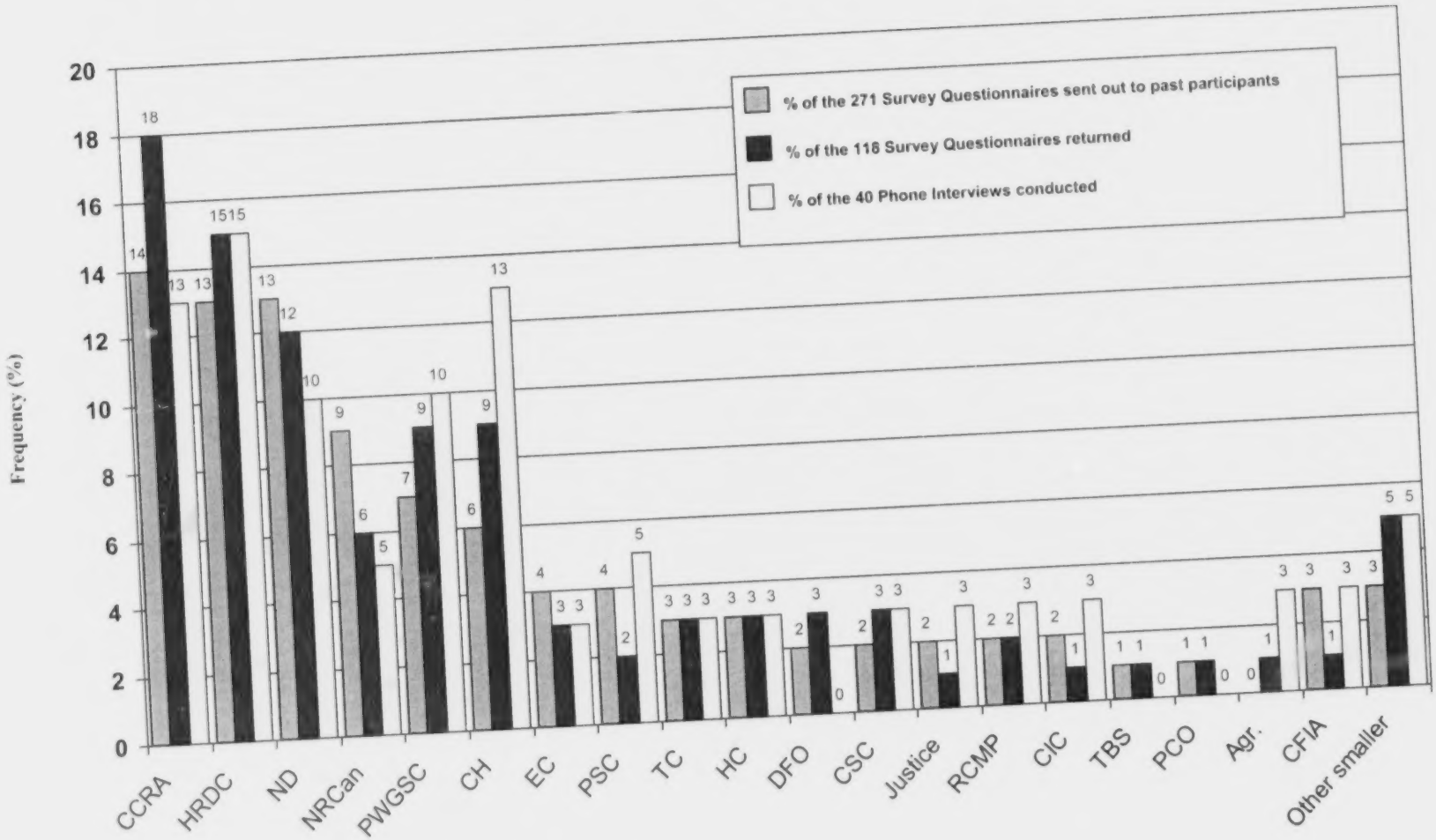
D) Why?

Appendix B

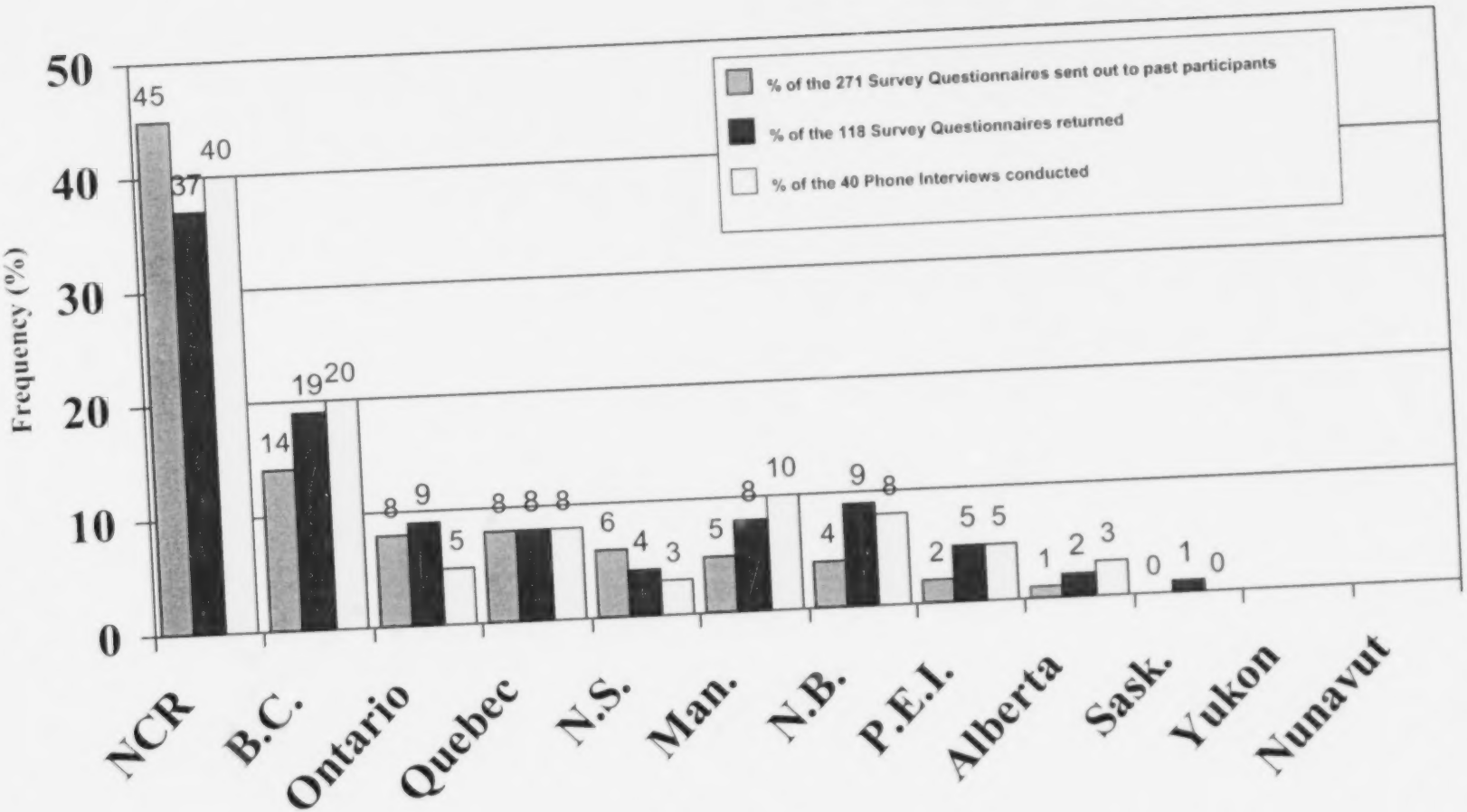
Profile of Respondents

- Departmental Participation
- Region of Work
- Gender
- Employment Equity Representation
- Official Language
- Age of Respondents
- Number of Respondents in the Executive Category

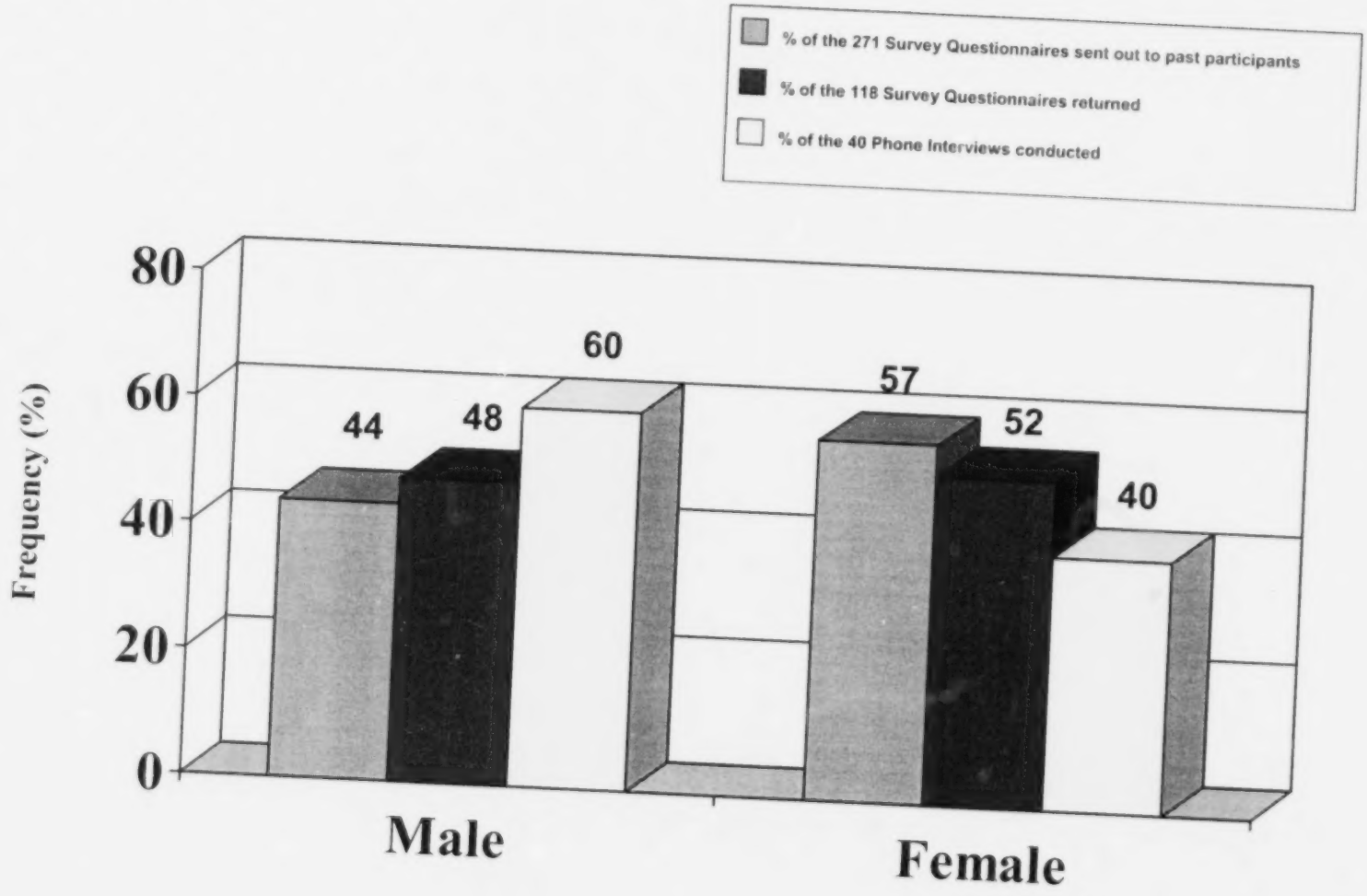
Departmental Participation



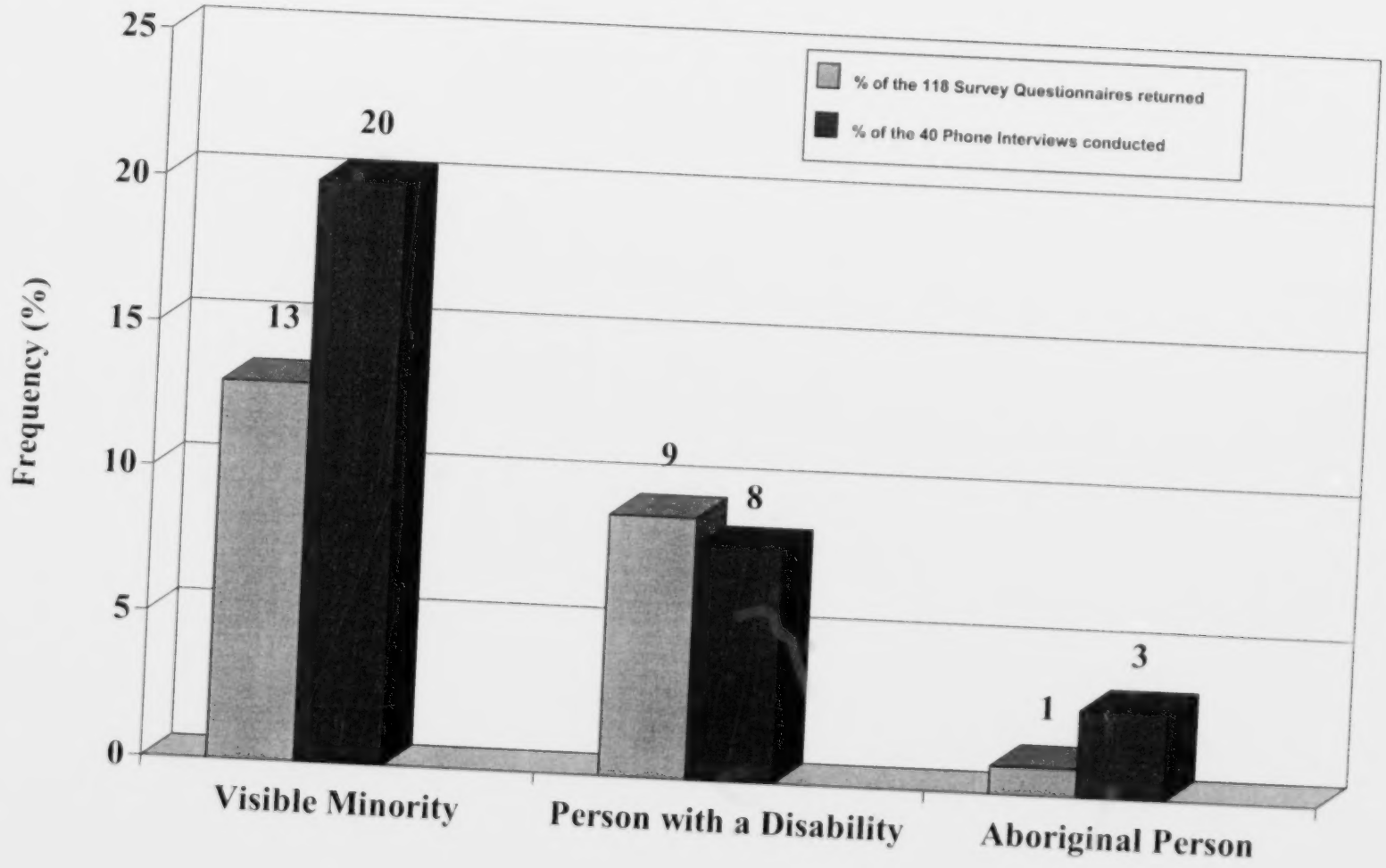
Region of Work



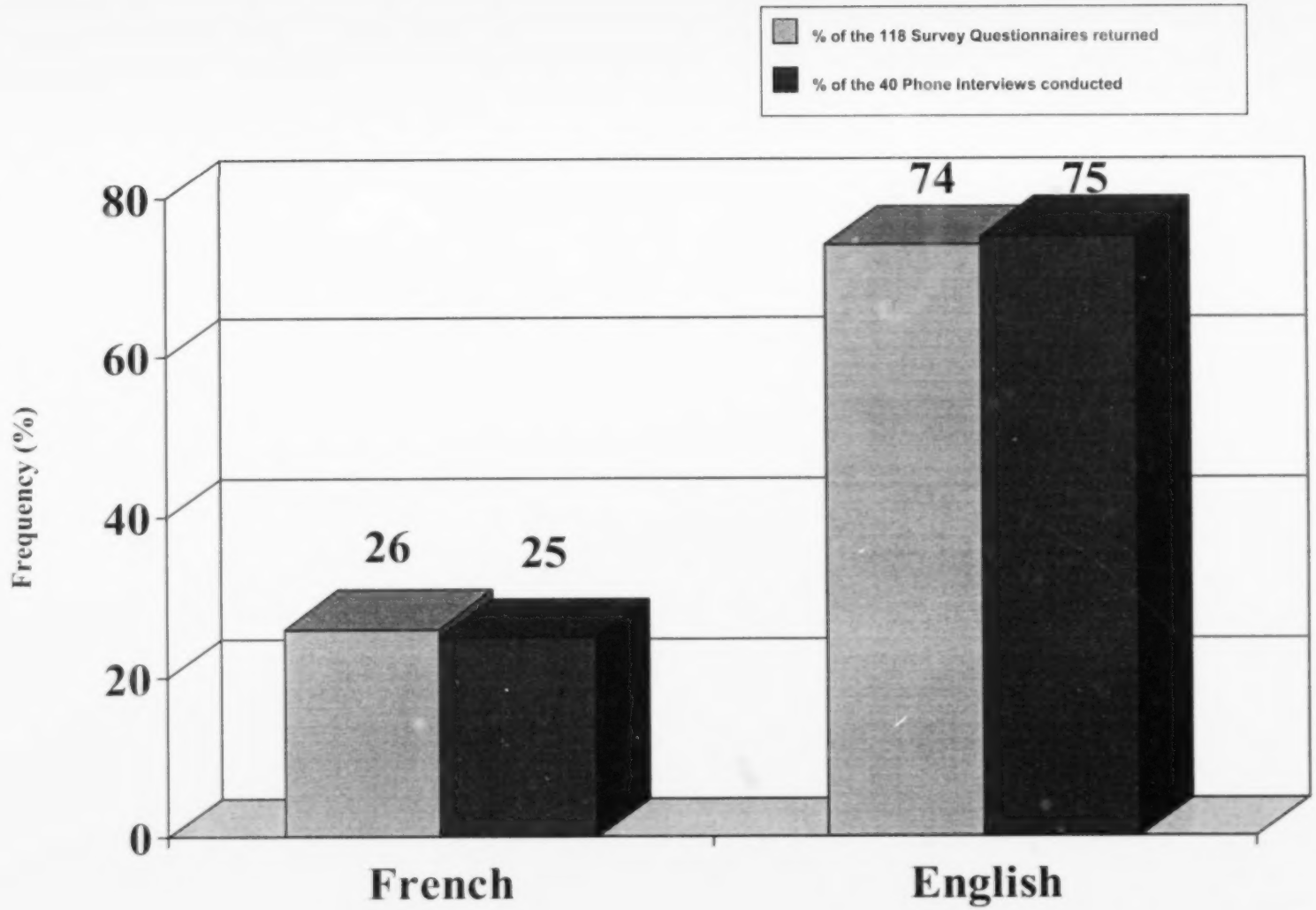
Gender


% of the 271 Survey Questionnaires sent out to past participants
% of the 118 Survey Questionnaires returned
% of the 40 Phone Interviews conducted
Frequency (%)
80
60
40
20
0
44
48
60
57
52
40
Male
Female

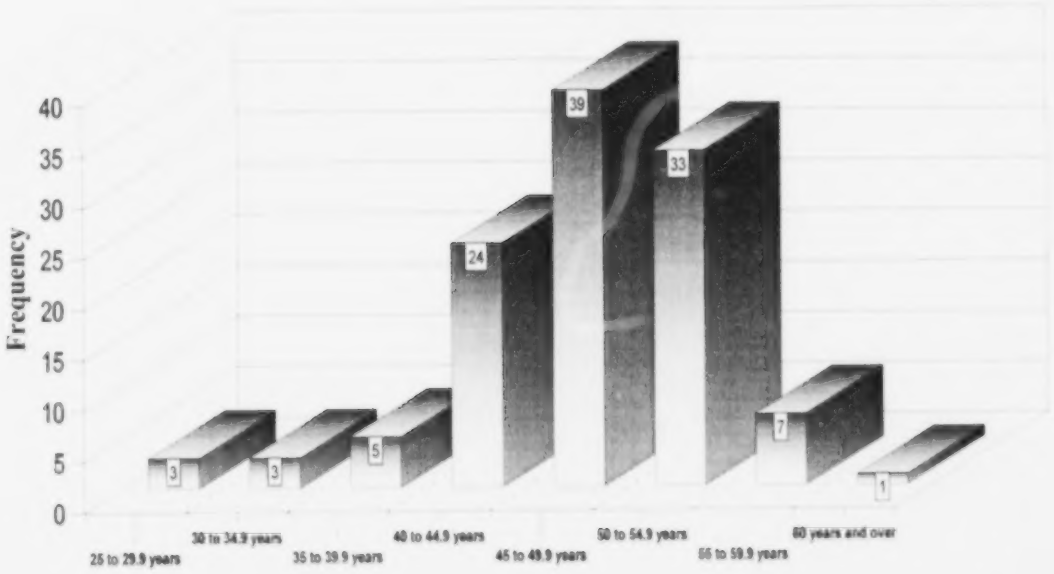
Employment Equity Representation



Official Language

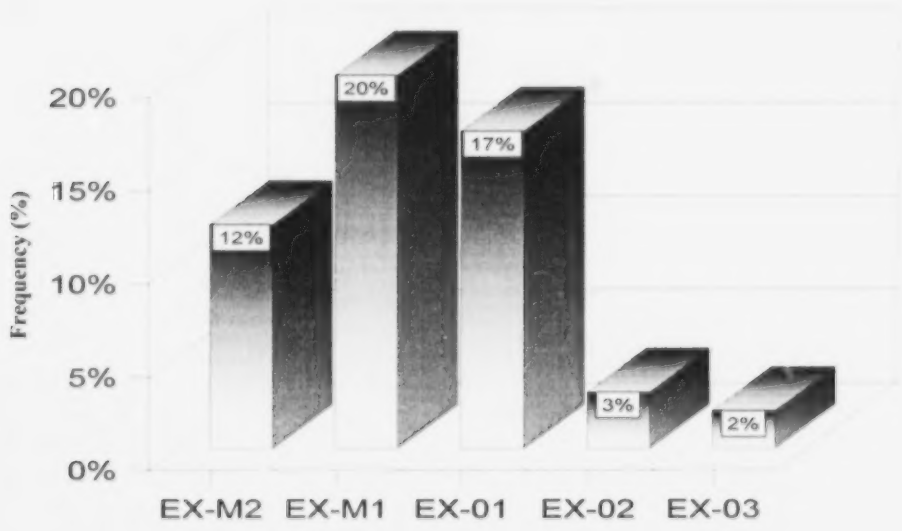


Age of Respondents



Age

Number of Respondents in the Executive Category



Level

Appendix C
Types of Interventions Used by Participants to Reduce Barriers in the Workplace

Types of Interventions Used by Participants to Reduce Barriers in the Workplace

Respondents have addressed challenges and barriers to creating an inclusive and representative workplace in a variety of ways. The most popular intervention was talking to people to share knowledge and encourage awareness of employment equity and diversity issues. Other interventions included:

- widening the candidate pool and targeted hiring
- explaining to managers the benefits of a representative workforce
- modeling appropriate behaviours and attitudes
- encouraging horizontality in meetings
- encouraging diverse teams
- encouraging diversity training
- creating an environment where people feel comfortable sharing opinions
- ensuring all practices are inclusive; example, holiday calendar
- diversity made a part of performance contracts
- encouraging staff to go to job fairs
- using Public Service Commission tools
- developing personal rapport with Director Generals
- rewarding positive approaches to people
- hiring target group summer students with intention to hire them when they graduate
- ensuring representation on hiring boards
- convincing hiring manager to promote meritorious target group members
- confronting those who show disrespect for diversity
- acting assignments
- outreach programs to attract target groups in the community
- establishing working relationship with community groups to best meet their needs
- hiring Aboriginal elder to give monthly education sessions
- experiential Aboriginal sensitivity training for senior management
- encouraging younger target group members to pass on messages about their culture
- encouraging self-identification
- reading to understand better the challenges faced by target groups
- teaching others about the benefits of employment equity to the organization
- sensitivity training for new staff

The level of risk taken here may correspond with level or position of respondent. For example, one respondent said he is aggressive in his approach now that he is a manager and does not feel his career is threatened, while others admitted that they have not done anything and could only cite departmental initiatives, and not personal ones.

Appendix D
Respondents' List of Strategies for Creating a Learning Organization

Respondents' List of Strategies for Creating a Learning Organization

- look for people who are curious, inquisitive, and open-minded when hiring
- reduce hierarchy in working relationships
- give development opportunities to target group members
- give workshops on Human Resources practices
- partner learning activities
- improve business development plans
- integrate work with others and share learning
- follow programs from design and delivery phase to determine areas for improvement
- give special assignments and projects
- promote attendance at CCMD's diversity course
- encourage staff to experience diversity at the local community level
- ensure staff have learning plans
- give time in workday for personal learning
- create an environment that supports staff goals
- communicate learnings from non-work projects/activities to work colleagues
- encourage staff to improve their skills through course facilitation
- make yourself available for others to talk informally
- encourage staff to engage in ongoing knowledge sharing as well as learnings from courses
- promote application of learnings gained in courses
- use performance appraisal tools to prompt discussions on learning plans
- give staff at non-management levels, management opportunities
- role model desired behaviours
- hire a learning coordinator for unit/branch
- make a clear distinction between learning and training and emphasize learning
- implement a learning development strategy for each employee: a 15-day learning period over three years, not including language and mandatory training
- adopt 'career opportunities system' from the union to make assignments transparent
- develop a mentoring program
- offer workshops on career development
- offer coaching courses for employees and managers

Appendix E
Technical Companion to Final Report

Canadian Centre for Management Development
Centre canadien de gestion

An Empirical Impact Assessment of the Canadian Centre for Management Development's "Diversity: Vision and Action" Course

Technical Companion to Final Report

By Peter Stoyko

Canadian Centre for Management Development's
Strategic Research and Planning Branch

January, 2002

http://www.ccmd.ccg.gc.ca

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Canada

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About This Study

Introduction

This is the first report of a study with two overarching objectives.

1. The first objective is to assess the impact of the "Diversity: Vision & Action" course (hereafter the DVA course) on participants and their workplaces. This is a unique attempt to go beyond simply assessing client satisfaction with a course and, in addition, determining the course's ultimate contribution to fulfillment of Public Service goals.

2. The second objective is to gather intelligence about the diversity and employment equity practices that participants have undertaken. Course participants provide a wealth of knowledge about what works, what does not work, and what obstacles stand in the way of progressing the diversity agenda.

The study was conducted by a partnership between CCMD's Aboriginal & Diversity Programs Directorate, CCMD's Strategic Research & Planning Branch, the Treasury Board Secretariat's Embracing Change Support Fund and Carl A. Taylor and Associates.

This report presents the results of the first phase of the study and is a technical companion to the final report. The first phase involves surveying all course participants with a mail questionnaire and analyzing the quantitative results. The second phase of the study involves conducting a set of interviews with a smaller sample of participants. These qualitative findings are presented in the Final Report.

The Final Report (entitled *Ripples in the Pond*) will situate all of these findings with respect to a more fulsome account of the course and its goals.

From Client Satisfaction To Impact Assessment & Intelligence Gathering

Gathering feedback from clients in order to evaluate and improve courses can be done in several ways. By far the most common method is to conduct an **end-of-course client satisfaction survey** which asks course participants to rate the course along several dimensions. This method offers many benefits but is limited in several respects:

- One such limitation is the method's inability to assess the value of course lessons in the workplace weeks or months after course completion. Information about what lessons work in a "real world" context, and which do not, can not be determined immediately after course completion.

- Another limitation is the method's inability to track the proliferation and application of knowledge as lessons are shared and used.

- Retention and internalization of lessons learned can not be determined until long after course completion.

Fortunately, a complementary method of gathering feedback exists that overcomes these limitations. The **impact assessment survey** is conducted several weeks or months after course completion. This method is ideal for gathering information about the impact that a course's lessons have made, not only on the course participants' personal and professional development, but also on the participants' interpersonal relations and contribution to organizational development. Moreover, this method can be used to gather intelligence about the participant's experiences and observations following course completion which, in turn, can be folded back into the course to make it more relevant.

This study involves implementing an impact assessment survey for CCMD's DVA course. The survey tracks client satisfaction for a period after course completion, as well as assesses the course impact along dimensions of personal and organizational development.

Figure 1.1 – Basic Analytical Model

Level of Analysis	Individual	Interpersonal Relationships	Organization
Type of Information Gathered	• Tracking Satisfaction • Retention, Application and Internalization of Lessons • Client Profiling	• Impact of Course on Leadership Practices • Intelligence Gathering (Best Practices and Diversity Related Experiences)	• Impact of Course on Organizational Development • Intelligence Gathering (Best Practices and State of Workplace Diversity)
Course-specific Development Goal	The "Diversity Mature" Individual	The "Leader As Teacher"	The "Learning Organization"

It is important to remember that this instrument does not directly measure the course's actual impact, but, instead, measures respondents' perceptions of the course's impact. This means that respondents introduce a certain amount of subjectivity into the impact assessment. Results may be biased by goodwill or ill-will among survey respondents. On the other hand, this also means that the survey may gather insights that may not be detectable by more direct evaluation methods.

Figure 1.1 summarizes the basic analytical model of the survey. The survey measures the impact of the course at three different levels of analysis: the individual, the interpersonal and the organizational levels. The DVA course has three specific development goals that correspond to each of these levels of analysis:

1. The "Diversity Mature" Individual – Drawing from Roosevelt R. Thomas Jr.'s *Building a*

House for Diversity, the course attempts to instill "diversity maturity" among its participants. A diversity mature individual has six main characteristics:

- Accepts diversity management responsibility;
- Demonstrates contextual knowledge;
- Acts on the basis of requirements;
- Challenges conventional wisdom;
- Engages in continuous learning; and,
- Is comfortable when dealing with the dynamics of diversity.

2. The "Leader as Teacher" – This model of leadership holds that people are given the best guidance and direction when certain knowledge and skills are acquired.

3. The "Learning Organization" – This is an organization adept at continually improving by harnessing new ideas, knowledge and insights. The model espoused by the DVA course is heavily influenced by the Deputy Minister's Learning & Development Committee's *A Public Service Learning Organization*.

Measuring the course's impact on the fulfillment of these goals is a challenging undertaking. These are (methodologically speaking) "complex" concepts, meaning that each can not be measured directly in a valid way because each has several distinct dimensions. These dimensions must be measured separately. For this reason, a battery of questions related to each goal was asked in the survey and then later aggregated into indexes. Construction of these indexes is elaborated further in the next section.

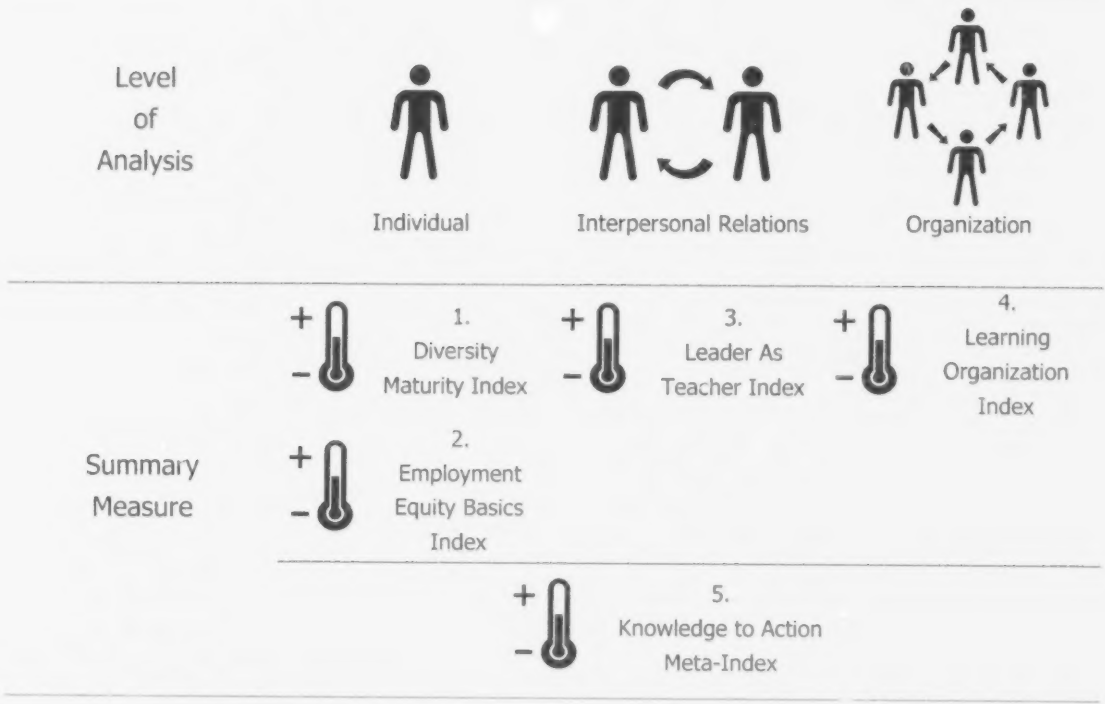
With respect to the model presented above, it should also be noted that there are several different types of information

that can be gathered depending on the level of analysis. This study attempts to gather as much of this information as possible, given the constraints of the survey instrument.

Index Construction

Complex concepts need to be broken down into sub-dimensions with each dimension measured separately using the same unit of measurement. This is important because when two different people are asked a question about, for example, the "learning organization," they may not understand the concept or understand it in the same way. By asking questions about more specific aspects of a learning organization (such as the organization's use of dialogue sessions to promote common understanding), researchers have greater assurance of the respondent's comprehension (and, by extension, the instrument's validity). These are then later added together to create indexes, which summarize these dimensions.

Figure 1.2 – Index Construction



Several indexes have been constructed to measure the courses impact on the previously mentioned developmental goals. Figure 1.2 illustrates the indexes and how they relate to the analytical framework. These indexes can be described as follows:

1. Diversity Maturity Index – This index is composed of 14 variables corresponding to the 6 characteristics of a diversity mature individual, as identified by Roosevelt R. Thomas Jr. Both a weighted and un-weighted version of this index were constructed. The weighted version provides equal weight to Thomas' 6 characteristics (not all characteristics have the same number of variables). The un-weighted version provides equal weight to each of the 14 variables.

2. Employment Equity Basics – This index is composed of 9 variables related to a respondent's knowledge of the Employment Equity Act and implementation of employment equity principles on the job.

3. Leader as Teacher Index – This index is composed of 10 variables corresponding to the key characteristics of teacher-based leadership, as identified within the management literature on the subject.

4. Learning Organization Index – This index is composed of 16 variables corresponding to the key characteristics of a learning organization, as identified by the Deputy Minister's Learning & Development Committee and research conducted by CCMD's Action-Research Roundtable on the Learning Organization. Not all Learning Organization characteristics are represented here, only those which directly relate to diversity.

5. Cascading Knowledge Into Action Meta-Index – This index is composed of 22 variables related to the application of course knowledge into tangible actions. This is referred to as a "meta-index" because it summarizes the courses impact across all three levels of analysis with respect only action-oriented variables.

Each index measures the impact of the course on a scale between 1 and 10, with 10 being the highest possible impact and 1 being the lowest possible impact. By comparing the indexes, one can determine the areas in which the course has its greatest impact.

Survey Implementation

The mail survey was conducted between November, 2001 and January, 2002. The survey questionnaire contains 20 questions, some with many sub-questions to create a total of 66 elements (i.e. queries that respondents are asked to answer). The survey questionnaire can be found in Annex 1.

This study covers 14 modules (3 day course sessions) between March, 2000 (the course pilot) and September, 2001 (the latest course for which meaningful impact data could be gathered). It should be noted that the September, 2001 module coincided with the September 11th tragedy and, as a result, a small portion of course material was not presented.

There were 271 participants in these 14 modules. Of these participants, 118 responded to the survey. This is a 44 percent response rate, which is considerably higher than the polling industry average of approximately 35 percent for mail surveys of this kind. This higher average can be partly attributed to the survey team's proactive response rate strategy.

Conclusion

This study is a path breaking attempt to assess the ultimate contribution of CCMD's DVA course and gather intelligence from course participants. Such an impact assessment brings accountability for a course's ultimate value up to a new, higher level. The results of this assessment are presented in the chapters that follow.

The Course's Impact: Summary Measures

Introduction

This section presents the results of the studies summary indicators, which include tracking overall satisfaction with the course and indexes constructed to measure the course's impact.

Overall Satisfaction

One of the more remarkable findings of this study is the consistency of overall satisfaction ratings between post-course evaluations and this survey's results. A basic 5-point satisfaction question was asked in both surveys and the average is identical to two decimal points.

Figure 2.1 – Average Level of Overall Satisfaction

Survey	n *	Mean **
Post-Course Evaluations	230	4.29
Impact Assessment	115	4.29

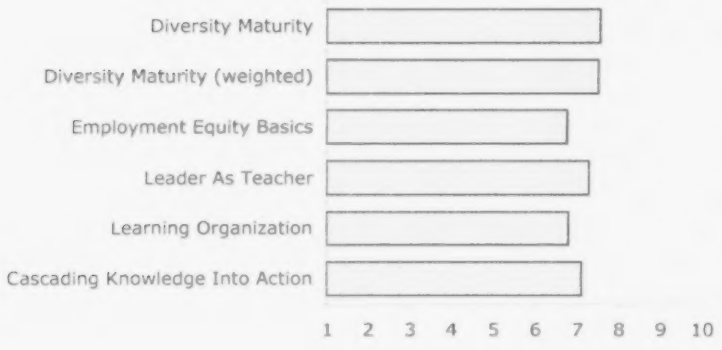
* Number of responses to question (cases)
** 5-point scale (1 = unsatisfied; 5 = satisfied)

This very high level of test-retest reliability suggests that overall satisfaction with the course has not eroded between the time of course completion and application of lessons learned in the workplace.

Indexes

Figure 2.2 reports the results for the indexes of the course's impact.

Figure 2.2 – Index Averages *



Index	n**	Mean***	Std. Dev.***
Diversity Maturity	100	7.57	1.24
		(7.52)	(1.17)
Diversity Maturity -	100	7.53	1.25
Weighted		(7.47)	(1.18)
Employment Equity Basics	71	6.77	1.37
		(6.82)	(1.20)
Leader As Teacher	102	7.29	1.38
		(7.21)	(1.36)
Learning Organization	75	6.80	1.65
		(6.68)	(1.45)
Cascading Knowledge	73	7.12	1.33
Into Action		(6.94)	(1.23)

* Scale of 1 to 10 (1 equals lowest possible level of impact; 10 equals highest possible level of impact).

** Number of cases (respondents answering all questions in the index).

*** Values in parentheses are calculated with means substituted for missing values and, therefore, include all 118 cases.

These results show that the course has a strong impact on all major developmental goals. Keep in mind that a value of 1 is the lowest possible impact, while a value of 10 is the highest

possible impact. All index averages are within the 6 1/2 to 7 2/3 range.

The index for diversity maturity has the highest index average, with 7.57. The leader as teacher index (7.29) is slightly lower and the learning organization index (6.80) is slightly lower still. This is as one would normally expect because one would normally expect that a course would have its strongest impact on the course participant and smallest impact on organizational change. If it were otherwise, then the course would have a higher impact on the respondent's organization than the respondent's own personal development.

There is no significant difference between the weighted and un-weighted diversity maturity indexes. This is due to a high correlation among the component variables. (This correlation is highly desirable from a methodological point of view; it, among other indications, suggests that the index has a high level of "internal reliability.")

Employment equity basics received an index average of 6.77. While this is lower than the other diversity topics combined, the explanation for this is relatively straightforward. The index includes a large number of questions which are most directly applicable to human resource professionals and, thus, the applicability to the general course population is not as high. Many participants replied to some, but not all, of these questions. When means are substituted for missing values, the average increases slightly to 6.82.

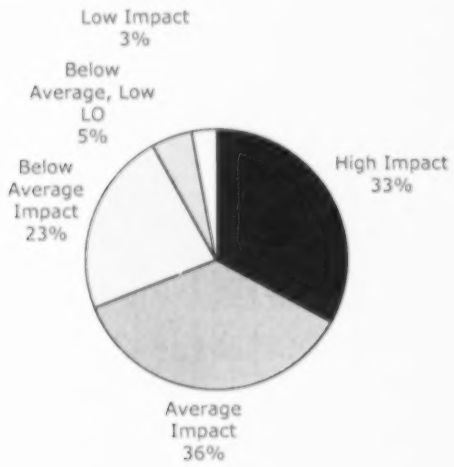
The Cascading Knowledge Into Action index average is 7.12, which is among the strongest impacts. This suggests that the course performed particularly well in areas that involve translating knowledge into tangible actions.

Clusters of Course Participants

It is also useful to classify course participants into groups based on the impact the course had. Using a process called cluster analysis (See Methodological Note at the end of this chapter), the sample is divided into 5 "clusters" of respondents with similar answers.

Figure 2.3 shows the composition of the sample in terms of the course's impact.

Figure 2.3 – Percentage of Respondents in Each Cluster



One third of respondents fall into the "high impact" cluster. This group tended to have index scores within the 8 to 9 range, which is extremely high. Just over a third of respondents fall within the "average impact" cluster. This group tended to have index scores within the 7 to 8 range, much like the averages presented above. Almost a quarter of respondents fall within the "below average impact" cluster. This group tended to have index scores within the 6 to 7 range, which is slightly below the average but still very good.

There are two small clusters with low index scores. One cluster ("below average, low LO") had results within the 5 to 6 range, with the exception of organizational learning which was very low. This is 5 percent of respondents. The smallest cluster, at 3 percent of respondents, tended to have index scores with the 3 to 4 range, with particularly low diversity maturity scores.

(If means are substituted for missing values, the clusters do not change and the proportion of respondents within each cluster does not change to any great extent.)

All told, these results suggest that the course had an extremely strong impact on a third of respondents, with a

strong impact on another third. The course had a respectable impact on an additional quarter of respondents.

Module-by-Module Results

As one might expect, some modules were more successful than others in their ultimate contribution. This can be determined by comparing each module's average index scores to that of the course as a whole, while conducting a t-test to assess the statistical significance of any differences found. Figure 2.4 summarizes the major differences in contribution of a module.

2.4 Significant Above and Below Average Index Scores by Module

Module	Index	Difference From Course Average
Ottawa, Oct. 24-26, 2000	Learning Organization	+ 1.35 *
	Knowledge Into Action	+ 0.90 **
Moncton, January, 2001	Employment Equity Basics	+ 0.53 *
Ottawa, January, 2001	Diversity Maturity	+ 0.55 **
	Employment Equity Basics	+ 1.12 *
Montreal, February, 2001	Learning Organization	+ 0.74 **
Ottawa, March, 2001	Leader As Teacher	- 0.96 *

* Significant at a 95 percent level of confidence.
** Significant at a 90 percent level of confidence.

Although many modules had above or below average scores, only five modules had at least one index score that was (statistically speaking) significantly different from the course average. In many cases, the lack of statistical significance of any difference found was partly due to the small number of respondents from some modules (particularly Halifax – September, 2000 and Toronto – October, 2000).

These results would suggest that lessons about how best to teach particular material may be drawn from these modules.

For example, modules held in Moncton – January, 2001 and Ottawa – January, 2001 were particularly successful in teaching material related to employment equity. While, on the other hand, participants in the Ottawa – March, 2001 module received a below average level of guidance on leader as teacher practices. Problems associated with this module were detected at the time and, as a consequence, the course was redesigned for delivery during the 2001-02 fiscal year.

Confidence

The last major summary issue relates to respondents' confidence in dealing with employment equity and diversity issues. The course promised participants that they would "come with issues ... [and] leave with confidence," making this an important indicator of success. A separate question was asked on this subject using a 5-point scale.

Figure 2.5 – Average Level of Confidence

Question	n *	Mean **	Increased Confidence***
Confidence	114	4.38	95.6 %

* Number of responses to question (cases)
** 5-point scale (1 = reduced confidence; 5 = increased confidence)
*** Percentage who report increase in confidence (4 or 5 on 5-point scale).

As Figure 2.5 shows, over 95 percent of respondents report an increase in confidence.

Conclusion

These results show a strong impact of the course among all of its main developmental goals. It was particularly strong among two thirds of respondents. Some modules were particularly strong on one or two developmental goals. Confidence levels increased for almost all participants. Finally, overall satisfaction is high and remains at the same level in the period after course completion. This suggests that course participants continue to appreciate the lessons learned after applying them in the workplace.

METHODOLOGICAL NOTE

Cluster Analysis

Researchers often find it useful to group, or "cluster", respondents according to their answers to a set of questions. This is simple to do if you are looking at only one or two questions. However, if you are looking at a larger set of questions, it is more efficient to use statistical software to identify patterns in answers and group respondents.

Cluster analysis does precisely this. It groups respondents into clusters wherein respondents are most similar in the answers they give to questions. In doing this, the clusters are also constructed so that the answers given by one cluster of respondents are as distinct as possible from other clusters.

This method was originally used to help biologists classify plants and animals into distinct species and groups.

The particular form of cluster analysis this study uses is called k-means cluster analysis. This particular form is ideal for large datasets (large being defined as greater than 30 to 50 cases). Euclidean distance is used to calculate the similarity and difference of respondent answers relative to the cluster's centre (measure of central tendency).

K-means cluster analysis (as distinct from other forms, such as hierarchical cluster analysis) allows the researcher to select the number of clusters to be created. This often introduces an element of trial-and-error and subjectivity into the analysis, as the number of clusters is changed until the clusters can be assigned useful and meaningful labels.

The Course's Impact: A Detailed Look

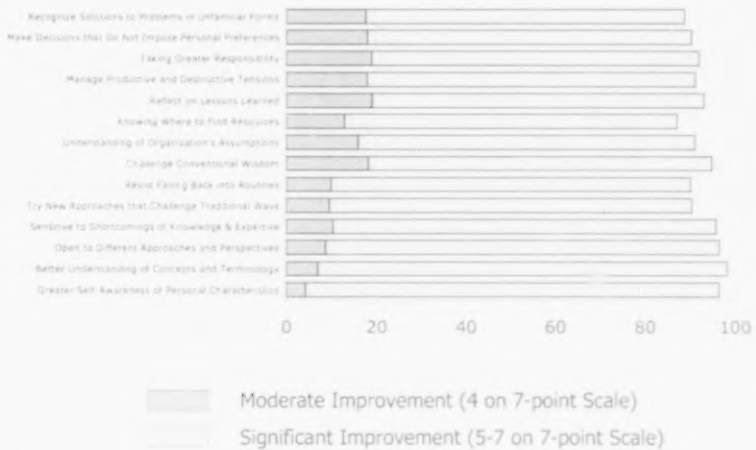
Introduction

The previous chapter spoke volumes about the DVA course's contribution overall. This section will provide more detailed findings by disaggregating the indexes presented above and look the specific dimensions that make up diversity maturity, leaders as teachers and the learning organization.

Developing "Diversity Mature" Individuals

Figure 3.1 shows the results for the individual components that make up diversity maturity. More precise and comprehensive findings are also provided in Annex 2.

Figure 3.1 – Percentage of Respondents Reporting Moderate & Significant Improvement Because of Course


Recognize Solutions to Problems in Unfamiliar Forms
Make Decisions that Do Not Impose Personal Preferences
Taking Greater Responsibility
Manage Productive and Destructive Tensions
Reflect on Lessons Learned
Knowing Where to Find Resources
Understanding of Organization's Assumptions
Challenge Conventional Wisdom
Resist Falling Back into Routines
Try New Approaches that Challenge Traditional Ways
Sensitive to Shortcomings of Knowledge & Expertise
Open to Different Approaches and Perspectives
Better Understanding of Concepts and Terminology
Greater Self-Awareness of Personal Characteristics
0
20
40
60
80
100
Moderate Improvement (4 on 7-point Scale)
Significant Improvement (5-7 on 7-point Scale)

The course's two strongest impacts are with respect to helping participants understand diversity and employment equity concepts and terminology and greater self-awareness of personal characteristics related to diversity. Over 90

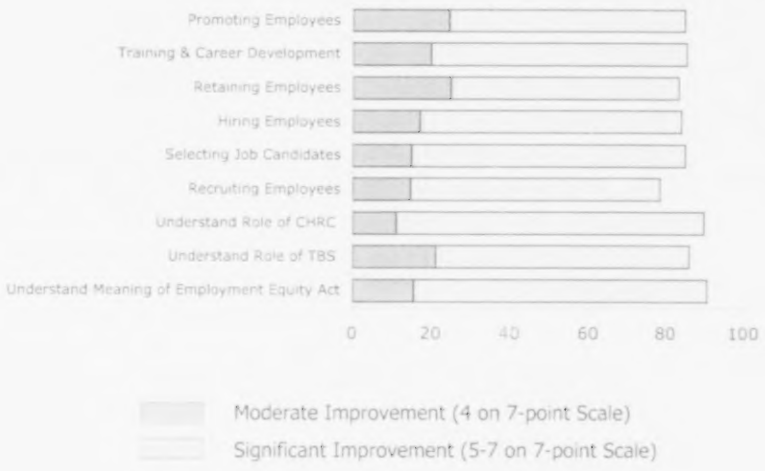
percent of respondents report significant improvement as a result of the course.

Between 80 and 90 percent of respondents report significant improvement with respect to: trying new approaches that challenge traditional ways; resisting falling back into routines; being open to different approaches and perspectives; and being sensitive to shortcoming of knowledge and expertise.

There are no diversity maturity questions in which less than 70 percent of respondents report significant improvement.

Figure 3.2 presents the results for a series of questions specifically related to employment equity. It is here that we gain insights into why the employment equity basics index scored lower than the others.

Figure 3.2 – Percentage of Respondents Reporting Moderate & Significant Improvement Because of Course



Three quarters of respondents report that the course significantly improved their understanding of the Employment Equity Act, while an even larger share reported significant improvement in their understanding of the Canadian Human Rights Commission. A smaller, but still sizable, portion of respondents report a significant improvement in their understanding of the Treasury Board Secretariat's role.

The number of respondents answering the human resources questions in this group is considerably less (as shown in Annex 2). Many respondents did not find these questions directly applicable to their current positions.

As these results show, the course had its most strongest impact in helping participants select job candidates, and the least strongest impact on the issue of retaining employees.

Promoting "Leader As Teacher" Practices

Figure 3.3 provides an overview of the contribution made by the course to "leader as teacher" practices.

Figure 3.3 – Percentage of Respondents Reporting Moderate & Significant Improvement Because of Course

The course's contribution is extremely strong with respect to encouraging others to take responsibility, fostering inclusiveness and helping managers listen to other's ideas and opinions.

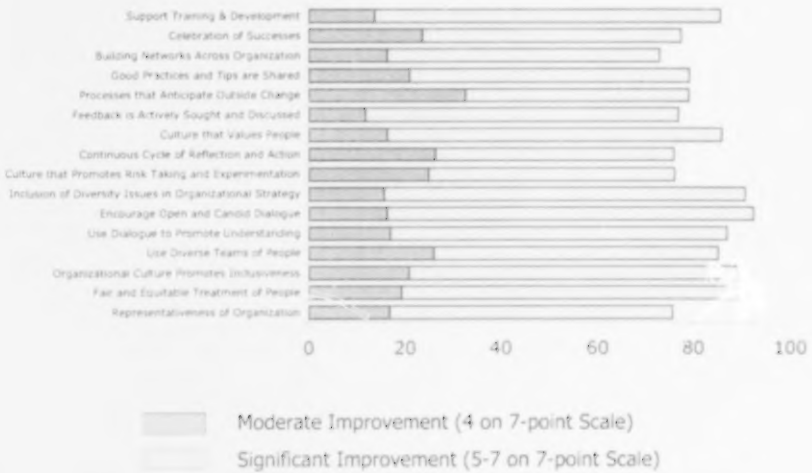
The area that brought down the index average a little is the issue of diversity action planning. Although participants were particularly good at including diversity issues into their organization's strategies (see next section), creating and

sharing diversity action plans saw a significant improvement for about half of participants. One quarter report little to no improvement. This is a very respectable result, nonetheless.

Creating the "Learning Organization"

Figure 3.4 presents the results for the components of the learning organization index.

Figure 3.4 – Percentage of Respondents Reporting Moderate & Significant Improvement Because of Course


Support Training & Development
Celebration of Successes
Building Networks Across Organization
Good Practices and Tips are Shared
Processes that Anticipate Outside Change
Feedback is Actively Sought and Discussed
Culture that Values People
Continuous Cycle of Reflection and Action
Culture that Promotes Risk Taking and Experimentation
Inclusion of Diversity Issues in Organizational Strategy
Encourage Open and Candid Dialogue
Use Dialogue to Promote Understanding
Use Diverse Teams of People
Organizational Culture Promotes Inclusiveness
Fair and Equitable Treatment of People
Representativeness of Organization
0
20
40
60
80
100
Moderate Improvement (4 on 7-point Scale)
Significant Improvement (5-7 on 7-point Scale)

It should be noted at the outset that respondents are a little more polarized on this particular topic. As shown in the previous chapter, a small minority (5 percent) reported very low scores for the learning organization index despite respectable results on the other indexes. A closer inspection of the components of the index shows that respondents were also polarized on a couple of subjects. In particular, responses are polarized in terms of feedback being actively sought, making the organization more representative, and networks being built across the organization. These results are understandable, since some participants come from organizations that are particularly inflexible.

This said, the course made very strong contributions to the creation of the learning in several areas, including: encouraging open and candid dialogue; inclusion of diversity issues in an organization's strategy, bolstering organizational

support for training and development. What makes these results particular stunning is that these are some of the "lynch pin" issues for building a learning organization.

Areas that were not as strong include creating processes that anticipate outside change, creating organizational processes based on a continuous cycle of reflection and action, and creating a culture that promotes risk taking and experimentation. Roughly half of participants report that the course helped create significant improvement in these areas. It can be argued that these are still very impressive results when one considers that these are some of the major challenges that the Public Service has historically had difficulties overcoming.

Conclusion

The more detailed results are, in many respect, more impressive than the aggregate indexes. In almost all cases, a majority of respondents report that the course had a significant contribution to creating a learning organization. In those few instances where a majority was not achieved, close to half of course participants report a significant contribution. In some cases, an overwhelming majority of respondents (over 80 percent) report a significant impact.

Actions & Obstacles

Introduction

Apart from assessing the impact of the course, this study provides a unique opportunity to gather intelligence about the specific actions taken by course participants and the obstacles that were faced in the process.

A series of open-ended questions were asked about actions and obstacles. Open-ended questions do not constrain or prompt respondents by imposing a set of pre-determined response options; in other words, this question format allows respondents to "speak their mind." Although useful for capturing the varied experiences of respondents, this question format can create large amounts of qualitative description that is difficult to manage and analyze. A technique called "content analysis" was used to concisely summarize this description and identify prominent themes (see the Methodological Note at the end of this chapter).

Actions Taken

Respondents were asked two questions about actions taken, one about "tools and practices" used to promote diversity and one about actions taken to promote an organizational culture that embraces diversity. Unfortunately, the fine distinction between these two questions were generally not thought to be relevant or significant by respondents. Many treated the two questions as redundant and opted to provide a single account of the actions they have taken. For this reason, responses for both questions will be reported together as a single item: actions taken to promote diversity and employment equity.

Actions taken have been grouped into seven types of tools and techniques. These types, presented in order of popularity, are as follows:

1. Communications – These are measures that involve spreading information for purposes of raising awareness and keeping others abreast of the state-of-the-field. Examples include

correspondences (e-mail campaigns, communiqués, and newsletters), briefings and reference materials (web sites, books, and readings).

2. Learning Tools – These measures involve educating others and sharing knowledge on a deeper level. Some attention to teaching and pedagogy is required. Examples include learning events, workshops and dialogue sessions. These tools differ from communication insofar as they involve an element of interaction, as opposed to the one-directional proliferation of information.

3. Human Resource Practices – Some respondents changed the way human resources are managed. This includes changes in the recruitment process, job fairs, career development initiatives, and employment equity plans.

4. Championship – These techniques involve elements of coaching, celebrating, demonstrating and advocating on behalf of diversity and employment equity priorities. Examples include obtaining senior management buy-in, campaigning, and developing action plans and strategies.

5. Accommodations – Accommodations are tangible and proactive measures that create a more inclusive workplace, such as time allocations for religious observance, out-reach programmes, codes of conduct and work design (e.g. use of Braille).

6. Relationship Building – These practices involve developing networks and collaborative arrangements for sharing information and promoting the diversity agenda. This includes team building, partnerships, forums, and interdepartmental initiatives.

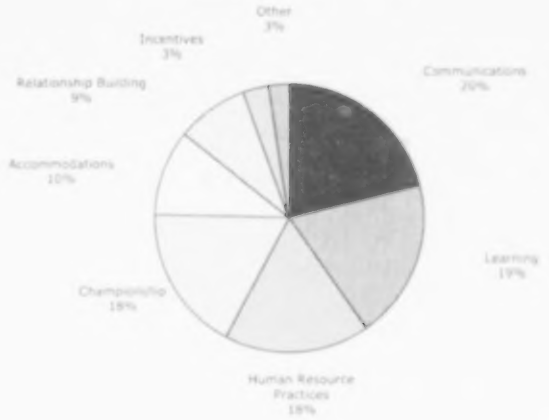
7. Incentives – These are arrangements designed to externally motivate people to act according to

diversity priorities. Examples include accountability arrangements, performance agreements, evaluations, and sanctions.

A list of keywords associated with each category of actions can be found in Annex 3.

Figure 4.1 illustrates the popularity of each type of actions, expressed as a percentage of total actions reported. As you can see, information-based efforts (communications and learning) take the largest share, 39 percent. Structural changes (incentives, accommodations and human resource practices) also constitute a large share, with 30 percent. Relational measures (relationship building and championship) account for about 27 percent of actions reported.

4.1. Actions Taken



A survey of the original descriptive accounts reveals some interesting innovations. Many respondents with human resource management responsibilities redesigned their recruitment processes, making hiring committees (competition boards) more representative and sensitive to diversity issues, taking proactive steps to encourage minority applications to job openings, and focusing efforts on hiring visible minorities at the feeder-group level to encourage greater availability of diverse talent over the long term (including, but not limited to, internships and outreach initiatives).

Some respondents used the September 11th tragedy to conduct educational sessions exploring the potential for fear and backlash against Muslim Canadians

Obstacles Faced

Respondents were also asked about the barriers and challenges that were faced as they implemented these actions. These obstacles can be grouped into at least six types, again presented in order of popularity:

1. Bureaucratic – There are obstacles caused by the way work and human resource management are formally organized. This includes goal conflicts, lack of senior management support, technical and procedural requirements of positions, lack of representation and command-and-control structures.

2. Attitudinal – These are ideological and perceptual obstacles that create resistance to the diversity and employment equity goals. This includes unease with the subject, cynicism, stereotyping, and lack of interest.

3. Lack of Knowledge – These obstacles involve a lack of "how to" information, expertise and experience to implement diversity initiatives.

4. Office Politics – These obstacles result from organizational dysfunction and conflict, such as perceptions of preferential treatment, backlash, political resistance and oppression. These are distinct from bureaucratic obstacles insofar as they are dysfunctions, while bureaucratic obstacles result from organizational arrangements that are otherwise functional and intentional. These are distinct from attitudinal obstacles insofar as they involve actual behaviours, not a state of mind.

5. Financial – These are difficulties caused by lack of funding and other budgetary constraints.

6. Workload – These are difficulties caused by lack of time, heavy workloads, and workplace stress, all of which reduce the amount of energy available to promote the diversity agenda.

A full list of keywords for each family of obstacles appears in Annex 3.

Figure 4.2 illustrates the prevalence of each family of obstacles, expressed as a percentage of total obstacles reported. Organizational pathologies (bureaucratic barriers and office politics) account for 38 percent of obstacles faced. A third of all obstacles encountered, or 34 percent, involve a lack of understanding and appreciation (attitudinal barriers and lack of knowledge). Finally, lack of resources (funding and workload) account for 22 percent.

4.2. Obstacles Faced

Anecdotally speaking, there tends to be a great deal of unevenness in the distribution of obstacles across organizations. In some cases, respondents report that these barriers were too overwhelming to make anything more than small increments of progress, while others reported highly co-operative and appreciative co-workers. Many respondents reported that attitudinal barriers seemed to be the most difficult to overcome.

Conclusion

Respondents report a wide variety of actions taken and obstacles encountered. The course will benefit from this information about obstacles faced and incorporate it into class discussions, such as exploring options for overcoming obstacles and improving the likelihood of successful implementation.

METHODOLOGICAL NOTE

Content Analysis

Researchers who are faced with large amounts of qualitative information (such that which results from open-ended questions) may use content analysis to identify patterns in the information. Content analysis is a systematic, rule-based method of turning qualitative information into quantitative data and, in so doing, creating a summary of sorts.

Content analysis generally involves counting the number of times a set of concepts or messages appears within a document or database (or segment thereof).

The first step involves defining the types of concept or message to be identified. This study uses "emergent" (or inductive) category development, which involves creating types by observing patterns in the data and redefining the types until a high level of stability and reproducibility is achieved. Stability (intra-rater reliability) occurs if a researcher is consistent in the way observations are classified. Reproducibility (inter-rater reliability) occurs if different researchers are able to classify observations in a consistent way. In this case, "actions taken" and "obstacles faced" by course participants are classified into several types and the number of times these types occur are recorded.

An alternative approach to defining types is to use "a priori" (or deductive) category development. This involves creating types based on some theory or preconception.

Regardless of what approach is used, the types created need to be mutually exclusive (i.e. they can not overlap) and exhaustive (i.e. all observations need to be classifiable).

The second step involves identifying the "sampling unit," or the segment of the document or database to be observed. This study organizes respondents' answers to open-ended questions into a database, with a record for each respondent and a separate field for each question asked. The sampling unit in this case is each respondent's answer; that is, each database field. Each answer is observed for the presence of a particular type of action taken (for action questions) or barriers faced (for the barrier question) and the occurrences are recorded.

A particular concept is observed if a particular keyword associated with a particular category is found in the respondent's answer. A full list of keywords associated with each category is listed in Annex 3.

Conclusion

The Results

The most obvious conclusion to be drawn from these findings is that the DVA course did have an impact on participant's individual, interpersonal and organizational development. Indeed, the course had a very high impact on all of these course-specific development goals.

Satisfaction with the course also remains high for the period after course completion. Almost all respondents report an increase in confidence when dealing with diversity and employment equity issues.

Finally, these findings also provide a wealth of intelligence about the actions respondents have taken and the obstacles they faced. Further intelligence has been gathered through interviews, the results of which are available in a separate report.

The Implications

This study represents a groundbreaking attempt to assess the value of the course within the "real world" workplace. This is a contribution that is often assumed by trainers, but rarely verified systematically. Such assessments can help trainers be more accountable for the results they achieve, helping participants better understand the return-on-investment they obtain by investing in learning and development.

A more fulsome analysis of the implications of these results to course specifics is available in the Final Report.

Annexes

Annex 1
Survey Questionnaire

Canadian Centre for Management Development | Centre canadien de gestion

C C M D C C G

The Contribution of the "Diversity: Vision & Action" Course

This questionnaire asks several questions about how the "Diversity: Vision & Action" course has influenced your professional development, work and workplace. Your responses will help us understand the contribution the course has made.

Please circle, check or fill-in the appropriate response. Your responses will remain confidential. Time required for completion is approximately 20 minutes.

A Your Learning & Development

1. Overall, how satisfied are you with the "Diversity: Vision & Action" course?

Very Dissatisfied		Neutral		Very Satisfied	Don't Know	Not Applicable
1	2	3	4	5	☐	☐

2. Please indicate the location and date of the "Diversity: Vision & Action" course that you participated in.

Strathmere (pilot) – March, 2000	01
Halifax – September, 2000	02
Ottawa – October 3-5, 2000	03
Ottawa – October 24-26, 2000	04
Toronto – October, 2000	05
Winnipeg – November, 2000	06
Vancouver – December, 2000	07
Moncton – January, 2001	08
Ottawa – January, 2001	09
Montreal – February, 2001	10
Ottawa – March, 2001	11
Vancouver – April, 2001	12
Charlottetown – May, 2001	13
Ottawa – September, 2001	14

3. Please rate the extent to which your participation in the "Diversity: Vision & Action" course has helped you better understand the following aspects of the Employment Equity Act.

		No Improvement						Large Improvement	DK	N/A
a.	The meaning of the Employment Equity Act	1	2	3	4	5	6	7	☐	☐
b.	The Treasury Board Secretariat's role with respect to the Employment Equity Act	1	2	3	4	5	6	7	☐	☐
c.	The Canadian Human Rights Commission's role with respect to Employment Equity Act	1	2	3	4	5	6	7	☐	☐

4. Please rate the extent to which your participation in the "Diversity: Vision & Action" course has led to improvements in the following areas.

		No Improvement						Large Improvement	DK	N/A
a.	Taking greater responsibility for addressing employment equity and diversity issues in your workplace	1	2	3	4	5	6	7	☐	☐
b.	Having a better understanding of diversity concepts and terminology	1	2	3	4	5	6	7	☐	☐
c.	Having a greater self-awareness of the personal characteristics that impact on diversity (e.g., preferences, biases, styles, etc.)	1	2	3	4	5	6	7	☐	☐
d.	Being better able to manage both productive and destructive tensions related to diversity	1	2	3	4	5	6	7	☐	☐
e.	Having a better understanding of your organization's assumptions about how people should be treated	1	2	3	4	5	6	7	☐	☐
f.	Being better able to challenge conventional wisdom	1	2	3	4	5	6	7	☐	☐
g.	Being more willing to try new approaches to work that challenge traditional ways of doing things	1	2	3	4	5	6	7	☐	☐
h.	Being better able to resist falling back into routines that do not accommodate diversity issues	1	2	3	4	5	6	7	☐	☐
i.	Being more open to different approaches and perspectives	1	2	3	4	5	6	7	☐	☐
j.	Being more sensitive to shortcomings in your knowledge and expertise	1	2	3	4	5	6	7	☐	☐
k.	Being more able to reflect on lessons learned throughout the work day	1	2	3	4	5	6	7	☐	☐
l.	Being better able to recognize solutions to problems that come in unfamiliar forms	1	2	3	4	5	6	7	☐	☐
m.	Knowing where to find resources related to employment equity and other diversity issues (e.g. electronic learning tools, etc.)	1	2	3	4	5	6	7	☐	☐

B Your Relations With Others

5. Please rate the extent to which your participation in the "Diversity: Vision & Action" course has encouraged **you** to take part in the following activities.

		No Improvement						Large Improvement		
									DK	N/A
a.	Encouraging others to take responsibility for addressing employment equity and diversity issues in your workplace	1	2	3	4	5	6	7	☐	☐
b.	Exercising leadership by teaching others about employment equity and diversity issues	1	2	3	4	5	6	7	☐	☐
c.	Helping others develop as leaders by sharing stories about your experiences	1	2	3	4	5	6	7	☐	☐
d.	Fostering inclusiveness within your workplace	1	2	3	4	5	6	7	☐	☐
e.	Listening to others' ideas and opinions	1	2	3	4	5	6	7	☐	☐
f.	Having a vision of diversity leadership to share with others	1	2	3	4	5	6	7	☐	☐
g.	Sharing your knowledge about employment equity and diversity issues with others	1	2	3	4	5	6	7	☐	☐
h.	Creating a diversity action plan	1	2	3	4	5	6	7	☐	☐
i.	Sharing your diversity action plan with others	1	2	3	4	5	6	7	☐	☐
j.	Being better able to make decisions that do not impose your personal preferences on others	1	2	3	4	5	6	7	☐	☐
k.	Getting support for your diversity decisions from your manager	1	2	3	4	5	6	7	☐	☐

6. What tools and practices have you used to promote diversity and employment equity in your workplace?

_____

_____

_____

_____

_____

C Change In Your Organization

7. Please rate the extent to which your participation in the "Diversity: Vision & Action" course has helped you improve the following practices with respect to employment equity.

		No Improvement						Large Improvement		
									DK	N/A
a.	recruiting employees	1	2	3	4	5	6	7	☐	☐
b.	selecting job candidates	1	2	3	4	5	6	7	☐	☐
c.	hiring employees	1	2	3	4	5	6	7	☐	☐
d.	retaining employees	1	2	3	4	5	6	7	☐	☐
e.	training and career development	1	2	3	4	5	6	7	☐	☐
f.	promoting employees	1	2	3	4	5	6	7	☐	☐

8. Please rate the extent to which your participation in the "Diversity: Vision & Action" course has helped you improve the following aspects of your organization.

		No Improvement						Large Improvement	DK	N/A
a.	The representativeness of your organization	1	2	3	4	5	6	7	☐	☐
b.	The fair and equitable treatment of people in your organization	1	2	3	4	5	6	7	☐	☐
c.	An organizational culture that promotes inclusiveness	1	2	3	4	5	6	7	☐	☐
d.	The use of diverse teams of people to accomplish tasks effectively	1	2	3	4	5	6	7	☐	☐
e.	The use of dialogue to promote understanding of employment equity and diversity issues	1	2	3	4	5	6	7	☐	☐
f.	Work relations that encourage open and candid dialogue	1	2	3	4	5	6	7	☐	☐
g.	The inclusion of employment equity and diversity issues into your organization's strategies	1	2	3	4	5	6	7	☐	☐
h.	An organizational culture that promotes informed risk-taking and experimentation	1	2	3	4	5	6	7	☐	☐
i.	Organizational processes based on a continuous cycle of reflection and action	1	2	3	4	5	6	7	☐	☐
j.	An organizational culture that values people	1	2	3	4	5	6	7	☐	☐
k.	Work relations where feedback is actively sought and discussed	1	2	3	4	5	6	7	☐	☐
l.	Processes that anticipate change within the environment outside of your organization	1	2	3	4	5	6	7	☐	☐
m.	Work relations where good practices and tips are shared actively	1	2	3	4	5	6	7	☐	☐

(continued ...)

		No Improvement						Large Improvement	DK	N/A
n.	The building of networks across organizations	1	2	3	4	5	6	7	☐	☐
o.	Celebration of successes related to employment equity and diversity issues	1	2	3	4	5	6	7	☐	☐
p.	An organization that supports the training and development of all employees	1	2	3	4	5	6	7	☐	☐

9 Overall, to what extent has the "Diversity: Vision & Action" affected your confidence in dealing with employment equity and other diversity issues?

Reduced Confidence		Neutral		Increased Confidence	Don't Know	Not Applicable
1	2	3	4	5	☐	☐

10 a. In the space below, please provide some examples of actions that have helped you create an organizational culture that embraces diversity and employment equity.

b. What are some of the barriers and challenges you faced while taking these actions?

D About You

11. Please write in **the full name** of your **home** department or agency:

12. What is your substantive occupational group and level (e.g. EX-01, PM-03, etc.)?

13. Where do you work geographically? *If you work in more than one place, select the one where you work most of the time.*

National Capital Area – Ontario	01
National Capital Area – Quebec	02
Alberta	03
British Columbia	04
Manitoba	05
New Brunswick	06
Newfoundland	07
Northwest Territories	08
Nova Scotia	09
Nunavut	10
Ontario	11
Quebec	12
Prince Edward Island	13
Saskatchewan	14
Yukon Territory	15
Outside of Canada	16

14. What is your year of birth?

1	9		

15. What is your gender?

Male ☐ Female ☐

16. Please circle the designated group to which you belong. *Circle all that apply.*

Aboriginal person	1
Visible minority	2
Personal with disability	3
None of the above	4

17. What is your first official language?

English ☐ French ☐

18. How long have you worked as a manager?

		years, plus :			months

19. How many people do you manage? *That is, the total number of people you have effective authority over.*

						people

20. What is your highest level of education attained and field of study? *Indicate only completed studies. If you have an equivalent-level degree, diploma or certificate in more than one field, indicate this as well.*

Highest level of education : _____

Field of study : _____

Thank you for completing this survey.

Please put your completed questionnaire in the attached envelope or address your own to:

Diversity: Vision & Action
Canadian Centre for Management Development
P.O. Box 420, Station A,
Ottawa, Ontario, K1N 8V4

Please send the envelope by November 21st, 2001.

Annex 2
Detailed Results

Individual: Diversity Maturity

Variable	Little to No Improvement (1-3)	Moderate Improvement (4)	Significant Improvement (5-7)	Mean	Standard Deviation	n
Taking Greater Responsibility	8.1 %	18.9 %	73.0 %	5.13	1.14	111
Better Understanding of Concepts and Terminology	1.7 %	7.0 %	91.3 %	5.70	0.98	115
Greater Self-Awareness of Personal Characteristics	3.4 %	4.3 %	92.2 %	5.72	1.06	116
Manage Productive and Destructive Tensions	8.9 %	17.9 %	73.2 %	5.02	1.15	112
Understanding of Organization's Assumptions	8.8 %	15.9 %	75.2 %	5.08	1.23	113
Challenge Conventional Wisdom	5.2 %	18.1 %	76.7 %	5.23	1.08	116
Try New Approaches that Challenge Traditional Ways	9.6 %	9.6 %	80.7 %	5.18	1.20	114
Resist Falling Back into Routines	9.9 %	9.9 %	80.2 %	5.15	1.18	111
Open to Different Approaches and Perspectives	3.5 %	8.7 %	87.8 %	5.54	1.11	115
Sensitive to Shortcomings of Knowledge & Expertise	4.3 %	10.3 %	85.5 %	5.61	1.07	117
Reflect on Lessons Learned	6.9 %	19.0 %	74.1 %	5.14	1.19	116
Recognize Solutions to Problems in Unfamiliar Forms	11.4 %	17.5 %	71.1 %	4.94	1.20	114
Knowing Where to Find Resources	12.9 %	12.9 %	74.1 %	5.16	1.39	116
Make Decisions that Do Not Impose Personal Preferences	9.8 %	17.9 %	72.3 %	5.12	1.19	112

Individual: Employment Equity Basics

Variable	Little to No Improvement (1-3)	Moderate Improvement (4)	Significant Improvement (5-7)	Mean	Standard Deviation	n
Understand Meaning of Employment Equity Act	9.3 %	15.7 %	75.0 %	5.06	1.32	108
Understand Role of TBS re Employment Equity Act	13.9 %	21.3 %	64.8 %	4.76	1.32	108
Understand Role of CHRC re Employment Equity Act	10.2 %	11.1 %	78.7 %	5.18	1.36	108
Recruiting Employees	21.6 %	14.8 %	63.6 %	4.60	1.50	88
Selecting Job Candidates	15.1 %	15.1 %	69.8 %	4.77	1.27	86
Hiring Employees	16.1 %	17.2 %	66.7 %	4.75	1.46	87
Retaining Employees	16.7 %	25.0 %	58.3 %	4.62	1.45	84
Training & Career Development	14.7 %	20.0 %	65.3 %	4.67	1.29	95
Promoting Employees	15.3 %	24.7 %	60.0 %	4.54	1.20	85

Interpersonal Relations: Leader As Teacher

Variable	Little to No Improvement (1-3)	Moderate Improvement (4)	Significant Improvement (5-7)	Mean	Standard Deviation	n
Encourage Others to Take Responsibility	7.0 %	11.3 %	81.7 %	5.28	1.14	115
Exercise Leadership by Teaching Others	9.4 %	13.7 %	76.9 %	5.27	1.28	117
Develop Leaders by Sharing Stories	14.0 %	21.9 %	64.0 %	4.90	1.34	114
Foster Inclusiveness	5.1 %	14.5 %	80.3 %	5.43	1.17	117
Listening to Other's Ideas and Opinions	6.0 %	10.3 %	83.8 %	5.50	1.12	117
Vision of Diversity Leadership to Share	5.1 %	17.9 %	76.9 %	5.25	1.14	117
Sharing Knowledge with Others	6.8 %	15.4 %	77.8 %	5.29	1.20	117
Creating a Diversity Action Plan	24.3 %	28.8 %	46.8 %	4.38	1.57	111
Sharing Diversity Action Plan	23.6 %	27.4 %	49.1 %	4.41	1.54	106
Getting Support From Managers	21.3 %	16.7 %	62.0 %	4.77	1.59	108

Organization: Learning Organization

Variable	Little to No Improvement (1-3)	Moderate Improvement (4)	Significant Improvement (5-7)	Mean	Standard Deviation	n
Representativeness of Organization	24.4 %	16.7 %	58.9 %	4.41	1.71	90
Fair and Equitable Treatment of People	11.1 %	19.2 %	69.7 %	4.92	1.32	99
Organizational Culture Promotes Inclusiveness	10.9 %	20.8 %	68.3 %	4.99	1.28	101
Use Diverse Teams of People	15.0 %	26.0 %	59.0 %	4.57	1.42	100
Use Dialogue to Promote Understanding	13.2 %	17.0 %	69.8 %	4.92	1.34	106
Encourage Open and Candid Dialogue	7.7 %	16.3 %	76.0 %	5.06	1.15	104
Inclusion of Diversity Issues in Organizational Strategy	9.4 %	15.6 %	75.0 %	5.11	1.37	96
Culture that Promotes Risk Taking and Experimentation	24.0 %	25.0 %	51.0 %	4.36	1.60	96
Continuous Cycle of Reflection and Action	24.2 %	26.3 %	49.5 %	4.29	1.53	95
Culture that Values People	14.3 %	16.2 %	69.5 %	4.94	1.54	105
Feedback is Actively Sought and Discussed	23.3 %	11.7 %	65.0 %	4.61	1.62	103
Processes that Anticipate Outside Change	21.1 %	32.6 %	46.3 %	4.35	1.47	95
Good Practices and Tips are Shared	21.0 %	21.0 %	58.0 %	4.48	1.41	100
Building Networks Across Organization	27.3 %	16.2 %	56.6 %	4.51	1.67	99
Celebration of Successes	22.7 %	23.7 %	53.6 %	4.45	1.58	97
Support Training & Development	14.7 %	13.7 %	71.6 %	4.89	1.49	102

Annex 3
Content Analysis Keywords

Actions Taken

Category	Keywords
Accommodations	delegation, codes of conduct, time allocations for religious observance, Braille, in-reach/out-reach programs, inclusion of diversity in work, tailored activities to differences, respect differences, pay more attention/listen to differences, best practices
Human Resources Practices	hiring, staffing, recruitment, interview process, job fairs, career development, employment equity planning, competition, mixed competition boards, data bank of names
Communications	Web, web site, e-mail campaign, readings, books, communiqué, newsletter, communication, sharing publications, speeches, posting information, meetings, guest speakers, conversations, briefings, awareness raising
Learning Activities	learning events, conferences, education, course, sharing knowledge, workshop, discussion sessions, dialogue sessions, films, forum (event), feedback gathering
Relationship Building	Team building, networks, partnerships, forum (on-going committee or roundtable), group development, allies, membership in organization, encourage contact, interdepartmental initiatives, contact with consultants
Incentives	Accountability, celebrate successes, evaluations, performance agreements, sanctions, targets, assessments
Championship	Coaching, celebrate diversity, senior management commitment, on management agenda, committee endorsement, management committee involvement, action plan, challenges, action plan, strategy, leading by example, campaign, demonstrate personal commitment, special days to promote diversity or group, management engagement

Obstacles Faced

Category	Keywords
Financial	funding, salaries, resources, budget, training resources
Attitudinal	lack of priority, hesitation, unease, cynicism, lack of motivation, lack of interest, stigma, lack of buy-in to basic ideas, morale, cultural bias and opinions, not recognized as valued, insults and jokes
Knowledge	lack of knowledge, lack of "how to" information, lack of information, lack of understanding, lack of awareness, misinterpretation, lack of experience, ignorance, lack of expertise / expert networks
Bureaucratic	lack of support, specialized nature of work, conflicting goals and priorities, lack of senior management support, technical and procedural requirements, lack of representation, lack of involvement, command-and-control structure
Workload	lack of time, workload, work-life balance, work related stress, morale
Office Politics	organizational resistance, interpersonal conflict, political resistance, suspicion, backlash, viewed as preferential treatment, oppression